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ABSTRACT

This curriculum guide on individual and family resource management is one of a set of five Oregon goal-based home economics curriculum guides. Provided in this guide are the following: one suggested district goal (students will be able to make rational decisions in managing personal and family resources), six suggested program goals (e.g., the student will be able to relate concepts of money, time, and energy to individual and family resource management); fifty-five suggested course goals (e.g., the student will be able to explain the role of credit in overall financial planning); and over 600 suggested learning experiences (e.g., investigate sources of loans in your community and compare in terms of security required, interest rates, payments and repayment periods allowed, and share findings in class). Also included in this document are suggestions for guide use, a description of goal-based planning for home economics, and a numbered list of resources (books and articles for students and teachers, pamphlets, kits and games, magazines, tapes and slides, films and filmstrips) keyed to the learning experiences. (JH)

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INDIVIDUAL
&
FAMILY
RESOURCE MANAGEMENT

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CE 021 640

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

This publication is one of five SUGGESTED to cover a comprehensive home economics program. It departs from the previous single guide and is designed to help teachers develop quality in both content and processes of learning.

Home Economics Education primarily seeks to strengthen home and family life. Since publication of the previous single guide, including home economics skills and knowledge as preparation for an occupation has become another emphasis in teacher responsibility. Thus, each of the five publications will include an emphasis on related careers in home economics. Hopefully the SUGGESTED learning experiences and resources will provide local schools impetus to develop programs that will fulfill the needs and interests of *all* students.

I commend the many teachers and their local districts who helped develop these materials.

Verne A. Duncan
State Superintendent of
Public Instruction

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Thanks go to many individuals who helped develop this publication.

Ron Olson, Career Education Coordinator, Coos County IED, facilitated funding for statewide inservice workshops for teachers. Some 90 teachers worked at sessions during 1976-77 in Newport, Eugene, Beaverton, Grants Pass and Salem. A few returned to revise materials at a workshop in June at Oregon State University:

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During the 1976-77 school year, the following were members of the State Curriculum Steering Committee:

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INTRODUCTION

Home Economics Education enables individuals to function as contributing members of society. It supports and strengthens the quality of individual and family life. It responds to societal and environmental concerns. It provides consumer, homemaking and career skills in the home economics field.

The home is recognized as a primary unit of our society, influencing the individual who in turn influences society. A changing society in turn influences the home. The content of a home economics program should relate to changing societal conditions, essential skills and practical experiences. It should emphasize creative and problem-solving abilities. It should help nourish human feelings and self-esteem. The concepts presented here will be as effective for today's families as for tomorrow's, provided materials are interpreted in a continuously flexible manner.

Though teachers and administrators may find these publications useful for other purposes, four deserve attention here. Briefly, they should help in

delineating content areas for home economics.

communicating potential outcomes of home economics to students, faculty, parents and other community members.

planning and administering local home economics programs.

assessing and evaluating local home economics programs.

The six SUGGESTED district goals below* shape a SUGGESTED home economics program. Separate curriculum guides will present each of the first five goals separately. The last goal (qualifying for careers in home economics) will be woven through each of the five guides.

SUGGESTED DISTRICT GOALS

Students will be able to make rational decisions in managing personal and family resources. *(Individual & Family Resource Management)*

Students will understand the impact upon society and the environment when applying the principles of nutrition in the selection and preparation of foods. *(Nutrition & Foods)*

Students will be able to make textile and clothing decisions which meet individual and family needs. *(Textiles & Clothing)*

Students will understand the environmental impact of housing upon society and culture when creating and managing a livable habitat. *(Living Environments)*

Students will be able to incorporate the concepts of human development and family living into relationships with adults, peers and children within the family and society. *(Human Development & the Family)*

Students will be able to qualify for the occupation of homemaking and other home economics-related careers.

This guide, then, unfolds SUGGESTED program goals (six of them) and SUGGESTED course goals (55 of them) for realizing the first SUGGESTED district goal above. On the next two pages is an outline of these goals. The SUGGESTED learning experiences (over 600 of them) thus merely *may* be ways to realize 55 course goals, six program goals and one district goal. The outline likely will require continual alteration. Local concerns, changing societal and environmental issues, and new discoveries may influence information and technology.

*These are the same "SUGGESTED GOALS" used as program goals on page 57 of the *Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions* (Salem: Oregon Department of Education, 1977).

INDIVIDUAL & FAMILY RESOURCE MANAGEMENT

District Goal Students will be able to make rational decisions in managing personal and family resources.

page

Program Goal The student will be able to formulate a framework to examine management activities and responsibilities as they relate to self, family and larger segments of society. 7

Course Goals The student will be able to

identify environmental, personal and family situations which contribute to the need for resource management. 9

describe the extent to which resource management affects the quality of personal, family and societal well-being. 11

formulate a comprehensive personal definition to explain the scope and significance of individual and family resource management. 12

explain how management as a process is a learned activity. 13

identify the components of a managerial system. 14

apply knowledge of the systems approach to an understanding of the degree of control individuals have over their environments. 15

describe the effect of technological, political, economic, socio-cultural and environmental change on the individual and family. 16

describe how individual and family resource management may produce changes in the environment. 17

Program Goal The student will be able to differentiate between factors and situations which influence the use of resources in management. 19

Course Goals The student will be able to

identify the economic and social behaviors characteristic of families at various life stages. 21

identify the ways personality affects managerial behavior. 23

describe the effect of a husband's or wife's occupation on family lifestyle and managerial behavior. 24

describe the special management concerns of single-parent families. 25

describe how values affect management. 26

relate standards to values in management. 27

justify needs and wants in forming goals and setting their priorities. 28

identify forces which cause values, standards and goals to change. 30

describe the roles values, goals and standards play as motivators for managerial action. 31

describe the relationships among values, goals and standards and the ways resources are utilized. 32

Program Goal The student will be able to develop skills important to becoming a more effective manager. 33

Course Goals The student will be able to

identify the components of the communication process. 35

describe the relationships among communication, group cooperation and resource utilization. 37

apply knowledge of communication to a management activity. 38

describe the relationships among values, goals, standards and decision making. 39

identify a basic process by which decisions are made. 40

differentiate among individual, family and group decision-making patterns. 41

apply the decision-making process to problem situations and determine the value of doing so. 42

describe the relationships among goal setting, communication, decision making, planning and implementing. 43

explain the importance of goal setting in the overall process of management. 44

describe a process by which plans are formed, organized and controlled. 45

Program Goal The student will be able to relate concepts of money, time and energy to individual and family resource management. 47

Course Goals The student will be able to

describe factors which determine how financial resources are used. 49

explain the role of credit in overall financial planning. 50

describe how planning and budgeting can be adapted to meet the needs of families and individuals with varying financial goals. 51

evaluate time spent in various homemaking, wage-earning and leisure-time activities. 52

describe how time spent in homemaking is a function of time in life, gainful employment of the homemaker, composition of the household, attitude toward household tasks and accepted standards. 54

identify personal managerial techniques available for facilitating time management. 55

apply time management concepts to real-life situations. 57

describe various types of energy. 59

analyze work situations and the human energy costs of tasks to determine how work can be simplified. 60

assess the energy consumption and environmental impact of various types of products and appliances. 61

formulate guidelines for conserving nonhuman energy. 62

apply concepts of human and nonhuman energy management to real-life situations. 64

Program Goal The student will be able to use appropriate tools and techniques to deal with management concerns facing special groups of families and individuals. 67

Course Goals The student will be able to

describe problems young people and beginning families encounter in allocation of time, money and energy. 69

describe sources of aid available to young people and beginning families in need of additional resources. 70

evaluate the time, energy and money costs of having and raising children. 71

describe the developmental and adaptive tasks facing the elderly. 72

describe the relationship between retirement planning and resource availability in the later years. 73

describe the special physical, health, food, housing and social problems many of the elderly face. 74

identify resources available to help the elderly. 75

identify the developmental and adaptive tasks the handicapped face. 76

describe the special factors related to time, energy and money management that are of concern to the handicapped. 77

describe ways household tasks can be simplified for handicapped individuals and families. 78

identify resources available to help the handicapped. 79

Program Goal The student will be able to evaluate career and training opportunities available in resource management. 81

Course Goals The student will be able to

describe the relationship between economic trends and employment opportunities in resource management. 83

identify requirements for entry into and success in occupations related to resource management. 84

describe personal interests in and talents for occupations related to resource management. 85

apply management skills acquired (e.g., decision making, communication, energy, time) to other occupations. 86

Students completing SUGGESTED learning experiences should help themselves realize course goals. Their realizing course goals should help themselves realize program goals. Their realizing program goals should help themselves realize the district goal: being able to make rational decisions in managing personal and family resources.

To use the guide in developing a course, teachers may find the following procedure helpful.

1. Study program and course goals to determine whether they are appropriate for local use or whether they need to be adapted.

2. Select appropriate program and course goals.

3. Develop appropriate performance indicators based on selected program and course goals, student needs, abilities, experiences and interests.

4. Select appropriate learning experiences. A variety at all levels of learning has been included. Many (not all) experiences have been listed in order of complexity, from least to more complex. Though teachers of younger or beginning students may wish to select experiences from the beginning of lists, they may choose other useful experiences farther down, depending on the previous experiences students have had. Conversely, though teachers of older or more advanced students may want to select experiences farther down lists, they may find some near the beginning useful for review.

5. Identify appropriate resources. Though resources have, for the most part, been placed next to experiences where most applicable, teachers will also find general references placed at the beginning of some sections. These may prove useful for several experiences in a section. Resources are numbered, and numbers are keyed to a resources section beginning on page 91.

6. Implement plans and assess student outcomes periodically. Among many methods which may be used for assessment, individual teachers might want to use some of the following:

Paper and Pencil Tests

Essay tests

Objective tests—supply or recall (e.g., completion, matching, multiple choice, true/false, crossword puzzles)

Nontest Means

Observational devices (e.g., checklists, rating scales, scorecards)

Reporting forms (e.g., project reports, activity reports and logs, questionnaires, autobiographies and diaries, anecdotal records)

Audiovisual techniques (e.g., tape recordings, films, photographs, graphs)

Sociometric techniques (e.g., sociograms, social distance scales, social sensitivity techniques, role playing)

Conferences

GOAL-BASED PLANNING FOR HOME ECONOMICS

Oregon manages K-12 instruction by means of **GOAL-BASED PLANNING** (*not* competency-based education).

Goals are guideposts. They serve to give purpose and direction to a planning activity. Goals provide a common language for discussing the merits of various activities as those activities are carried out.

In home economics, just as in any other instructional program offered by an educational system, a sense of purpose and direction is essential to good planning. But what are these purposes and directions? Where do they come from? Why should the home economics teacher be concerned? These are questions to be answered before effective planning of a home economics curriculum can proceed.

Each teacher must realize that planning a home economics curriculum cannot begin and end only in a given classroom. It needs to be done with a sense of similar planning in other classrooms and districts within the state.

The goals and goal-setting and competency-identification activities the Oregon Department of Education prescribes provide districts a common reference for the planning process. In goal-based planning, teachers must consider four goals: State Goals for Oregon Learners, district goals, program goals, course goals.

STATE GOALS answer the question: What does the Department of Education think a student should get out of public schooling anywhere in Oregon?

DISTRICT GOALS answer the question: What do the local community and its schools think a student ought to get out of local schooling and how is that to relate to State Goals?

PROGRAM GOALS answer the question: What do the local curriculum planners and home economics teachers think a student ought to get out of home economics and how is that to relate to District Goals?

COURSE GOALS answer the question: What do the home economics teachers think a student ought to get out of Individual & Family Resource Management and how is that to relate to Program Goals?

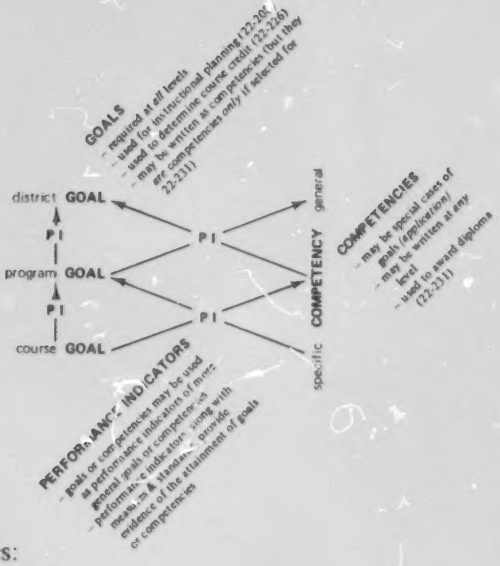
Where, then, does competency fit in goal-based planning?

It fits as a separate but related design. It is merely one of three graduation requirements. Districts plan and evaluate instruction by means of GOALS, *goals local districts themselves write.* Districts assess whether students get diplomas by means of COMPETENCY, CREDIT and ATTENDANCE, *requirements local districts themselves fix minimums for.*

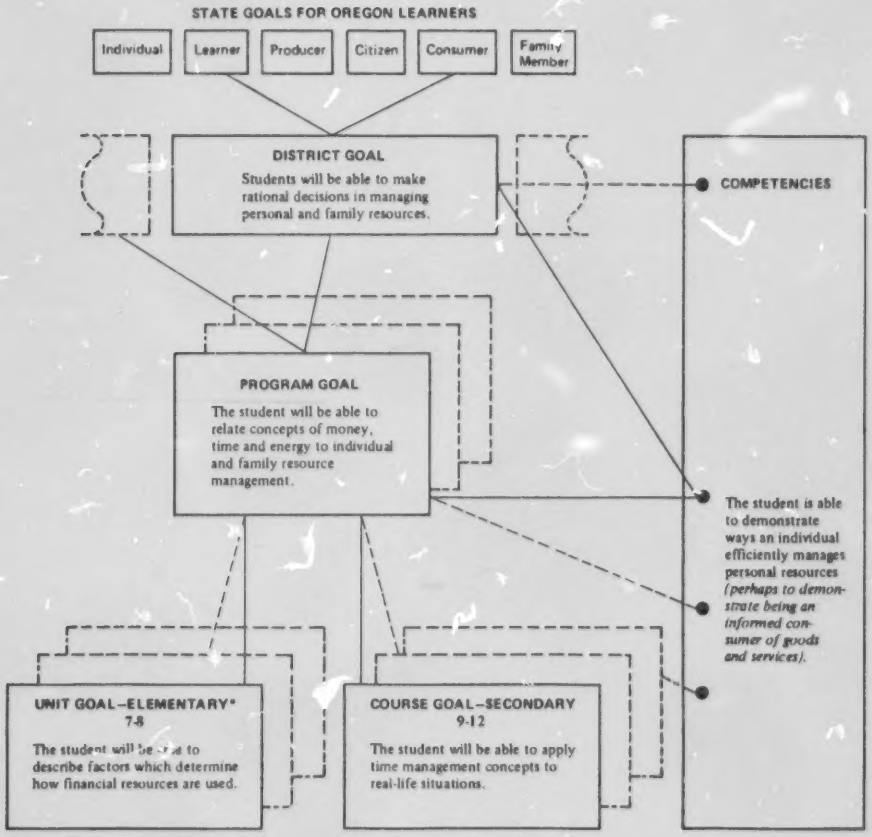
COMPETENCY in Oregon, as probably across the nation, means being *capable, fit.* For students, it means having demonstrated they can likely APPLY outside school what they've already learned—in or out of school. A competency in Oregon is merely a local statement fixed as proof ALL students will likely be able to do tomorrow outside school something the community has agreed is worth doing. It is a local statement calling for APPLYING skills and information ACQUIRED from probably several courses (not just one*) . . . or from perhaps no courses at all. It is a local statement ALL students must demonstrate. If only SOME must—say, only those who take Individual & Family Resource Management—the statement is NOT a competency in Oregon. Waivers aside, ALL students must demonstrate ALL competencies.

Viewed, then, as two separate but related designs, goals and competencies may look like this:

*To do otherwise may mean massive record-keeping chores for questionably narrow or shallow competencies.


GOALS
- required at all levels
- used for instructional planning (22-205)
- used to determine course credit (22-226)
- may be written as competencies (but they are competencies only if selected for
district GOAL
PI
program GOAL
PI
course GOAL
PI
PI
COMPETENCY
general
specific
COMPETENCIES
- may be special cases of goals (application)
- may be written at any level
- used to award diplomas (22-231)
PERFORMANCE INDICATORS
- goals or competencies may be used as performance indicators of more general goals or competencies
- performance indicators & standards - provide evidence of the attainment of goals or competencies

For example, in home economics:


STATE GOALS FOR OREGON LEARNERS
Individual
Learner
Producer
Citizen
Consumer
Family Member
DISTRICT GOAL
Students will be able to make rational decisions in managing personal and family resources.
COMPETENCIES
PROGRAM GOAL
The student will be able to relate concepts of money, time and energy to individual and family resource management.
The student is able to demonstrate ways an individual efficiently manages personal resources (perhaps to demonstrate being an informed consumer of goods and services).
UNIT GOAL–ELEMENTARY*
7-8
The student will be able to describe factors which determine how financial resources are used.
COURSE GOAL–SECONDARY
9-12
The student will be able to apply time management concepts to real-life situations.

*The term *unit goal* is used at the elementary level in lieu of *course goal*, since elementary classes are generally not divided along the high school course pattern.

The system of goals and competencies just described is designed to help the teacher and program specialist plan their own home economics program. It promotes a framework for planning that may be shared by all those doing similar planning. It helps in planning for individual student goals and interests, to be done within the limits of available resources. It should not be used to limit what is planned. Rather it should be used as a starting place.

The next six sections of this guide unfold SUGGESTED learning experiences as ways to realize 55 SUGGESTED course goals, six SUGGESTED program goals and one SUGGESTED district goal for INDIVIDUAL & FAMILY RESOURCE MANAGEMENT.

SUGGESTED PROGRAM GOAL

The student will be able to formulate a framework to examine management activities and responsibilities as they relate to self, family and larger segments of society.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to identify environmental, personal and family situations which contribute to the need for resource management.*

LEARNING EXPERIENCES	RESOURCES
As a class, develop a list of "things" considered to be resources. After reading a case study in *Teen Horizons at Home and School*, compare the list with the resources used by the people in the case study. Define resources and discuss the differences and similarities among those resources. Consider: "Why are there differences in perceived resources?" "What affects our choice of resources?"	18 43
Write a story starting with "I woke up this morning and read there would be no more _____ (any nonrenewable resource), and my life will be changed in the following ways . . ." Share stories. Discuss differences in resource priorities and ways in which individuals feel their lives will be changed because of a lack of a certain resource. Identify future choices you may be forced to make in relation to resource availability. Discuss the need for resource management.	5 105
Given situations where resources are limited, indicate how you would cope with these limitations (e.g., due to an environmental emergency, these resources will be available only as follows: water between 7-8 a.m. and 5-6 p.m.; electricity between 9-10 a.m. and 7-8 p.m.; fuel rationing: auto—an economy car with five gallons of gas per week and driven with three person minimum between 7-8 a.m. and 5-6 p.m.; food: no meat). Share ideas. Discuss ways an individual or family could help prevent these emergencies, the trade-offs of the alternatives, and the long- and short-range implications of decisions made.	
In class, summarize a current news article dealing with a limited resource. Tell how you are or will be affected by the situation. Suggest ways you might alter your personal management of the limited resource.	
Using newspapers, magazines and other media, identify current social and economic conditions (e.g., energy crisis, rising prices, divorce rate, joblessness) and indicate how or why these situations contribute to the need for resource management. Devise possible management solutions for each situation and predict the effect of each.	
View popular television programs to identify resources commonly and not commonly used. Describe how resources were managed in the situations viewed. As a class, describe ways of making more effective use of the resources identified.	
Analyze diet programs such as special diets for sports, weight-watchers, sodium restrictions. List management techniques used in each to maintain the eating pattern (e.g., eliminating one food, adding water). Consider the effects of these management techniques on other members of the family.	
View *The Money Tree* which points out how the use of resources influences personal, family and environmental conditions. Discuss the following questions. Which resources affected family life? How did the management of those resources affect family life? How did personal backgrounds affect resource management, individually and together? How could the resources have been managed differently to bring about changes? As a follow-up to the discussion, formulate different endings to the story by utilizing different resource management techniques. Share in class.	153
In separate kitchen lab groups, plan a dinner menu for four people given different sets of valuable resources. Group 1 gets $1 per person and the homemaker has all day to prepare dinner. Group 2 gets $1.50 per person, but the family is very busy and will not sit down to eat together. Group 3 has $2 per person, but the family has only 45 minutes to prepare the entire meal. Group 4 lives on a farm and must utilize foods on hand. Group 5 is a couple whose employer is coming to dinner, and the couple has only $10 available for entertaining. Discuss the situations as they contribute to the need for resource management.	
Research the characteristics of a country in which the government controls the major resources. Discuss the implications for quality of life, choice of products and efficiency with which resources are used. Compare this system with how our country's resources are controlled. Discuss the need for resource management under both systems.	
Research the impact limited food supplies have on the food habits of different countries (e.g., India, U.S., China, Russia). Share your findings and discuss how resource management could be used to prevent or alleviate some of the problems.	

Discuss situations related to world population concerns. Rope off or arrange the room in various sized spaces and place 1-4 chairs in each space. Form families of various sizes and composition and randomly assign each a space, not necessarily the proper size. Introduce resources (e.g., food, money, school, clothes, transportation, housing) in various quantities. Discuss feelings associated with the various situations. Summarize factors which illustrated a need for resource management.

SUGGESTED COURSE GOAL *The student will be able to describe the extent to which resource management affects the quality of personal, family and societal well-being.*

LEARNING EXPERIENCES	RESOURCES
Write a story detailing your own "quality of life." Or, conduct a neighborhood or school survey to collect a list of items that people describe as necessary for a "quality life." As a class, discuss how one's quality of life can be enhanced through the management of resources.	109
Read *Cheaper by the Dozen.* Identify ways in which the management of resources contributed to the quality of life for the family depicted.	12
Invent something that will contribute to quality living in the future. Share in class. Discuss the impact various inventions would have on resource use and/or availability.	110
List and rank in order of importance 13 resources you use. Select three you could not do without. Describe how these resources affect your quality of life. Discuss how these resources could be better managed to enhance your quality of life.	113 73
List several activities you carry out at home. Discuss the situations that deal with resource management (e.g., who gets the family car or whether a new pet is acquired). As a class, discuss how each affects other members of your family in terms of resource use, conservation and management. Discuss methods of managing resources to eliminate family friction.	
Discuss the topic: "All family members need to contribute to the management of the household." Consider questions such as: When resources are limited, what are the implications for the family? How does the management of resources affect how a family gets along?	
Select a law dealing with resource management (e.g., school financing, speed limits, taxation, welfare reform, field-burning restrictions). Discuss both sides of the law to determine the effects on societal well-being. Compose one or more laws which could improve societal well-being through resource management. Share ideas in class and forward best ideas to your legislative representative.	
Using a predetermined amount of money and, working in groups, plan, organize and prepare a simple meal. Describe how your group decided what to prepare and how the meal preparation was organized and planned. Compare group results considering enjoyment and satisfaction received in relation to resources used.	
View *Miracle of Feeding America.* Discuss the advantages and disadvantages of foods grown without chemical fertilizers. Will they feed large populations? Examine the trade-offs in relation to quality of life.	144
Examine menus used by persons on special diets. Discuss how food can be used as a resource to improve the well-being of people (e.g., low salt for heart patients, no sugar in foods for diabetics, chemical additives used in foods).	
As a class, choose a theme for a party you would like to plan. Working in groups and given different resources, plan a party around that theme. If possible, carry out plans. Discuss how the management of resources affected each plan or party.	
Research alternatives available for housing the elderly. Visit two types of housing for the elderly and determine how the quality of living differs in them. Discuss the extent to which management of resources was responsible for the differences.	
Research problems encountered by persons living on incomes provided through social security or public assistance. Determine utility, housing, medical, food and entertainment costs. Relate these findings to what community organizations are doing to augment the income of families and individuals who cannot meet their needs without help. Suggest management strategies which can ease some of the problems.	
Prepare to establish a new society by choosing five things you would take with you. Pair up and eliminate five items. In groups of five, eliminate all but five items. As a class, discuss how decisions to eliminate and keep items were made. Identify management strategies that would have to be incorporated into daily living to make up for the elimination of items which were originally perceived as needed. Discuss each in terms of feasibility and acceptability.	

SUGGESTED COURSE GOAL *The student will be able to formulate a comprehensive personal definition to explain the scope and significance of individual and family resource management.*

LEARNING EXPERIENCES	RESOURCES
After examining textbook definitions of management, write a personal definition of management. Meet with two other students and propose one new definition. Meet with two other students to compose one definition again. Repeat until the whole class agrees on one definition of management. Discuss how the composite definition compares with textbook definitions and those proposed by individual class members.	5
Using the words "management" or "manager" or "managing," identify other words beginning with letters of those words that describe a good manager (e.g., M-oney; A-bility; N-eed; A-nalyze; G-oals; E-nergy; R-esources). Discuss how those words fit into the previously described definition of management.	
As a class, brainstorm vocabulary words dealing with management (e.g., resources, goals, values, plan). Write each word on a 3 x 5 card and divide cards equally among groups of five students. Devise a definition of management using at least five of the words you were given and present it to the rest of the class for evaluation. Compare and contrast with previously identified definitions of management.	
In pairs, interview 10 people (include men and women, a variety of age groups, alternative life styles and different occupations) to find out what they think management means. Report your findings in class and discuss similarities and differences observed.	
In pairs, list three aspects of management you feel are important and defend them in a class discussion. As a class, formulate a collective definition of management based on the discussion.	
Using popular magazines, select articles that illustrate various components or aspects of management. Share these in class and develop a definition of management using what you learned.	
List characteristics of people you perceive to be "good managers" and "poor managers." Compile a checklist of characteristics of good managers (e.g., flexible, able to make decisions, able to communicate effectively, resourceful, able to see alternatives). Use the checklist to identify your own managerial qualities.	
Invite a panel of community members to share ideas about management (e.g., full-time homemaker, business person, working wife or husband, mother or father). Formulate questions for the panel about what managers are, what decisions they make and how they make them. Find out about problems they have encountered and how they solved them. Formulate a definition of management based on what you learned.	
Compile a list of quotes that refer to management (e.g., a stitch in time saves nine, a penny saved is a penny earned). Evaluate how management is defined in the quotes. Make a bulletin board illustrating your findings.	
Play a game, such as the "Systems Scene," involving a management system vocabulary. Summarize what you learned by defining management.	111
Interview various business people in the community to discover how they define management and what they consider to be "management behavior." Visit a store to observe management activities. Compare the activities observed to identify some common management behaviors. Contrast these behaviors with those identified by people in the business community.	

SUGGESTED COURSE GOAL *The student will be able to explain how management as a process is a learned activity.*

LEARNING EXPERIENCES	RESOURCES

As a class or in small groups, develop an activity that would teach children (approximately age five) to care for their own toys (e.g., pick up, parts together, put in proper place). Discuss how young children can be taught to appreciate the impact of personal managerial behavior on the entire family.

List all the things you manage in your life. For a specified period of time (e.g., several hours, a day, a weekend), keep a personal time and activity record. Identify what you managed (e.g., time, money, homework, extra activities, family activities) and evaluate your management skills. Compare your list with those of your classmates. Evaluate how well you manage resources in relation to your classmates.

List all the activities involved in managing a preschool for one day. Consider the time, number of students, teachers and aides, and resources available (e.g., toys, games, areas of play). Organize a list of activities to form a schedule for one day. Follow the schedule and then suggest changes you would make if you were to use it again.

As a group, select a service project to carry out and organize the tasks involved. Implement the plans and record any changes made. Discuss how provision for change must be incorporated into any management plan.

As a class or in small groups, develop an activity that would teach children (approximately age five) to care for their own toys (e.g., pick up, parts together, put in proper place). Discuss how young children can be taught to appreciate the impact of personal managerial behavior on the entire family.

In a foods lab, proceed as usual in preparing a food item. Upon completion, evaluate. Plan how you would manage your resources better if the project were repeated (considering time, dove-tailing, energy, cleanliness, emotions, food waste). Report your findings in class.

Select an activity (e.g., making a cake or entertaining a child) and list on separate cards the steps involved in carrying out that activity. Individually, organize the cards in the order you think best represents good management. Tell why you put them in that order and compare with classmates. Discuss why people organize steps differently.

Working in groups of 3-5, complete identical tasks using different resources. Group 1 can only use mental and physical resources that they already possess. Group 2 can use no human resources other than themselves, but can use printed materials. Group 3 can use only human resources who have no formal training related to the task. Group 4 can use books and human, trained resources. Group 5 must use the same as group 4. In a class discussion, relate problems encountered and ways they were resolved.

Set a specific management-related goal you would like to achieve (e.g., money management, grooming, weight control, career). Given a specified time period, propose a plan that would help you reach your goal considering time and resources available. Implement your plan. After the given time period, evaluate your managerial skills in terms of your progress, your ability to follow the plan and the feasibility of the approach. Develop a list of suggestions for improving your managerial skills.

Invite a guest speaker from one of the local commercial diet clinics to discuss methods used to change habits. Or, invite a speaker from the Tuberculosis Association or Alcoholics Anonymous to discuss techniques which can be used to stop smoking, drinking, etc. Summarize what you learned and develop a general list of strategies for changing one's habits. Think of something you would like to change (e.g., a habit). Develop plans, controls and a form of evaluation for carrying it out. Implement, if possible, and evaluate your efforts.

Compare your habits (e.g., study, dress, eating) with those of another student and analyze how they are different (e.g., time conserved, resources available, planning involved, values, goals, family make-up). Discuss how each of these habits is learned. As a follow-up activity, give a two-minute talk on the subject "Why I intend to give up the habit of _____" or "How I intend to give up the habit of _____." Try to implement your suggestions and periodically assess your progress.

SUGGESTED COURSE GOAL *The student will be able to identify the components of a managerial system.*

LEARNING EXPERIENCES	RESOURCES
Complete a search puzzle or crossword puzzle to identify managerial words such as inputs, outputs and boundary. Using a type of display board, identify where each component belongs in the managerial system.	86 90
After listening to a presentation about a managerial system, generate ideas about what or who belongs in specific environments. Create collages from magazines to illustrate your environments (e.g., school, home, community, room). Discuss how your environments interact to form a managerial system.	5 84
Working in large groups, prepare one collage illustrating personal resources (e.g., money, time, energy, talent, ability, interests, knowledges, relatives, friends) and one illustrating environmental resources (e.g., nonrenewable fossil fuels, minerals, land, wood, air, weather, wind). Show how each of the resources serves as an input to the managerial system.	
Given a case study and management map, trace the case situation through the management system. Compare results. Discuss reasons for the different assumptions made that led to alternative conclusions.	
To discover how where you live influences your managerial systems, form three large groups (one city, one small town, one country) and list managerial system characteristics of living in those areas. Compare and contrast the systems identified in the three groups.	
Relate examples of your everyday activities (e.g., student council, babysitting, rally) to the managerial system, identifying two components for each example. Compare with those identified by your classmates.	
List your personal life goals. Discuss uncontrollable managerial systems (e.g., family or past) and controllable managerial systems (e.g., education or friends) as they will relate to your goal achievement in the future.	
Illustrate the managerial system of two-year-old children with pictures of things and people who influence them and things and people they influence. Compare this with the managerial system of a teenager. Summarize differences and similarities observed.	

SUGGESTED COURSE GOAL *The student will be able to apply knowledge of the systems approach to an understanding of the degree of control individuals have over their environments.*

LEARNING EXPERIENCES	RESOURCES
Given family decisions such as moving from city to country, parent returning to school, vacationing, enlisting in the service, having a child or buying a home, determine ways in which the decisions affect various environments. Create a bulletin board illustrating what you learned.	
Explore the concept of "interface" by using commonly encountered conflicts (e.g., a student wishes to take a three-day weekend, but the school system interferes). Diagram your own "family system" showing the interface it has with other systems in the environment or community (e.g., school, political, other family systems). Discuss the diagrams and write a paragraph about how these other systems influence your family and how your family influences other systems. Brainstorm ways communication could be improved or facilitated between systems. Implement one or more of your ideas and report results in class.	97
Study a voters pamphlet or other literature related to a particular issue and then discuss the "power of a vote" (e.g., How much control does a person have by voting or not voting?). Suggest other ways individuals can exercise control over their environments (e.g., letters to the editor or elected officials, word-of-mouth, bumper stickers). Write a proposal for new legislation you feel would benefit society (e.g., required parenting education) and mail it to an appropriate government representative. Discuss legislation as both a system and a means of controlling the environment.	
Given a case study of a family or family situation which is "out of control" (e.g., overextended on credit, child expelled from school, overweight member, unexpected baby, car accident, divorce), make a list of suggestions that could be used to regain some or all of the control. Summarize ideas in a class discussion.	
List ten management-related activites over which each person in your family has total control. Identify five activities on which all family members cooperate. Discuss how each arrangement affects individual family members and the family as a whole. Summarize your findings.	
Identify your own roles (e.g., student, son/daughter, club member, brother/sister, farmer, babysitter) and then rank them in order from most important to least important. Put a C by those that cause a personal conflict or a conflict between roles. Put a DS by those that can be done simultaneously. Put AT by those that are assumed all the time (e.g., brother/sister role). Pick out the role that gives you the most satisfaction and tell why. Discuss how that role affects the degree of control you have over your many environments.	
Invite a guest speaker from a moving company to discuss the interaction between people and companies when a move is made. Summarize the managerial behaviors involved. Identify steps which can be taken to ensure that a move proceeds smoothly.	
Divide into three groups and take field trips to a funeral home, an attorney's office and an insurance company. Later, discuss how each assists families when there is a death in a family.	

SUGGESTED COURSE GOAL *The student will be able to describe the effect of technological, political, economic, sociocultural and environmental change on the individual and family.*

LEARNING EXPERIENCES	RESOURCES
Complete an outside reading assignment related to the future such as all or parts of *1984, Future Shock* or *The Greening of America.* Discuss the effect of suggested technological, political, economic, sociocultural or environmental changes on family life.	26 37 28
Interview a young newly married couple and an older couple who have been married for many years to determine what equipment was considered "essential" at the start of their marriages. Report your findings in class and discuss these questions: How has technology changed? What is considered necessary for daily living? What effect has technology had on family life?	51
List ten items you use every day (e.g., pencil, hair equipment, lights, electric can opener, TV). Interview older persons to determine the impact these technological advances have had on individuals and families. Present your findings in class.	108
Select an item you use (personal or household) developed within approximately the last 50 years and refrain from using it for one day. Keep a diary of your experiences and reactions. Research the item to find out when it was invented. Speculate about what people did before they had it. Determine what effect this item has had on family life.	
Given an item commonly found in homes today (e.g., potato peeler, couch, hairbrush, tape measure, ladle), suggest an improvement for the item, an alternate use for the item and a suitable replacement for the item. Then, invent an item that does not currently exist. Speculate about how it will affect individuals or families in the future.	
Gather information about new technological advances (e.g., medical, nuclear power, solar heat, communications through light). Through a brainstorming session, predict the effects these advances may have on the individual, the family, housing, education, careers and the environment.	
Invite a panel of guest speakers who have either lost their jobs or have been laid off due to technological advances. Ask about retraining they are considering, problems they have encountered in finding employment and how the situation has affected their families. Suggest ways a person can guard against similar situations.	
Brainstorm activities which require some form of transportation. Determine alternatives available and decide what type of transportation is best for each activity listed. Speculate about future transportation possibilities and the effect these may have on family life.	
Research the role of mass communication in producing conformity. Predict how people of the world will become more alike and how they will remain different as technology continues to produce change.	
Invite people from other countries to discuss responsibilities of family members in their societies. Compare these responsibilities to those of U.S. family members. Discuss similarities and differences.	
Take a field trip to a solar heated home. Discuss changes that would have to be made if your home were powered by solar energy. Speculate about how individuals and families would be affected if solar heat were the only type of heat available.	
Discuss the influence of political decisions on food habits in the U.S. and other countries (e.g., wheat sales, food subsidies, banning of saccharine and cyclamates). Brainstorm ways the individual can influence these decisions and speculate about how such decisions may affect family life in the future.	
Divide into small groups, select any food product and trace its production from farmer to the table. Speculate about how changes in the political, economic, sociocultural and family systems would affect the production of this product. Share your ideas in class.	
Compare convenience foods (e.g., TV dinner) with foods made from scratch by considering nutritional adequacy, time and energy costs of each. Discuss how technological advances such as these have affected family life.	

SUGGESTED COURSE GOAL *The student will be able to describe how individual and family resource management may produce changes in the environment.*

LEARNING EXPERIENCES	RESOURCES
As a class, define environment. Examine family case studies and identify ways the family adapts to produce changes in the environment. In groups, discuss how the environment would change if the family did not adapt.	
Propose a change in the environment you would like to see happen. Identify ways individuals and families would need to adapt to produce the change. Implement the plan, if possible, and discuss the results.	
Identify one change your family has made in your home during the past year. Discuss the adaptations that have been made as a result of the change (e.g., new rug in the living room–can't eat there anymore). Summarize.	
Given a floor plan of a home, determine how the rooms in the home could be adapted to serve the needs of individuals in different life stages (e.g., married couple may use a bedroom as a study; couple with children might need the room for a bedroom; older couple may use the room for visiting guests). Share results in a class discussion.	
After viewing *Soiled Frontier*, choose one product you feel has had a significant effect on the environment (e.g., disposable diapers, plastic containers, detergents). Discuss changes these items make in the environment. Propose alternatives to the use of these products.	151
Research the effect of recycling on the environment. On a field trip to a local store, identify items which claim to be made from recycled materials. Compare prices and qualities. Tell why you would or would not choose to buy one of the recycled products.	
View *Recycling Waste* and summarize what you learned. Organize a recycling week and arrange to have a competition among classes (e.g., paper one day, glass one day). Give an award to the class collecting the most. If possible, set up a permanent recycling center following the activity.	150
Identify recent changes you do not like (e.g., gum chewing prohibited at school, park being transformed into parking lot). Discuss factors that led to the changes (e.g., sticking gum under tables, crowded parking downtown). Determine the actions that could have been taken to avoid the change and those that can now be taken to remedy the situation.	
In small groups, discuss changes that may have to be made in moving (e.g., for different families and individuals, from mobile home to house, apartment to house, house to apartment, city to country, desert to ocean). Suggest ways in which individuals can successfully adapt to these changes in their environments.	

SUGGESTED
PROGRAM GOAL

The student will be able to differentiate between factors and situations which influence the use of resources in management.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to identify the economic and social behaviors characteristic of families at various life stages.*

LEARNING EXPERIENCES	RESOURCES
Brainstorm various stages of the life cycle. Describe individuals who are in different life stages. Invite several guest speakers (e.g., couple with grown children, older couple who had no children, couple not planning to have children, foster parents) to discuss the characteristics of their various life stages or how they perceive they may be. Prepare questions in advance and summarize responses to them. Compile a list of economic and social characteristics common to each stage and discuss.	6
Prepare a survey form and use it to interview individuals and families at various stages of the life cycle. Take special note of leisure time and other activities. In class, compile lists of activities at various times in life.	
Prepare a wall chart showing the age span of a person from birth to death and illustrate the economic pressures common to each age. Interview adults of different ages to find out about the economic changes that have occurred during their lives. In class, discuss probable causes for these changes. Brainstorm factors which create or prevent economic pressures at various life stages.	
Using Bureau of Labor Statistics family budgets, calculate differences in food costs for several family types. Compare and contrast your findings.	40
Explore clothing needs of people in relation to age and activities. Estimate the impact on family budgeting (e.g., a young professional versus a full-time homemaker, a two-year-old child versus a school-age child). Compare and contrast your findings.	
Research the initial cost of having a child. Include charges for prenatal care and delivery as well as the total cost of a layette. Compare the costs of having a first child with those of having a second. Invite a guest speaker from Planned Parenthood to discuss the cost of raising a child from birth through the college years. Summarize what you learned and discuss how the financial aspects of having children affect decisions to have them and, if so, how many and when.	
Working in groups, select an age and plan appropriate meals for one week after researching the nutritional needs of people of various ages (e.g., two-year-old, teenager). Prepare a shopping list and determine the cost of food. Compare your findings and summarize what you learned.	
Investigate child care options available to working parents (e.g., babysitter, day care, care by relatives). Discuss the advantages and disadvantages of the various alternatives and compare costs. Share information.	
Survey a number of working mothers to determine if the ages or number of children they had influenced when they began to work, or the type or hours of work they chose. Survey nonworking mothers to determine the conditions under which they would return to work. Summarize and compare the results of the two surveys.	
For three days keep track of how much time your mother or father spends with each child in your family, including you. As a class, compare your findings and discuss the time spent in relation to the numbers of children in the family, the ages of the children, and the total number and kinds of duties performed by one parent or both.	
List the time and energy demands on family members when the family includes young children, school-age children and young adults. Devise plans for family use of selected resources in each of these stages. Compare and contrast different family situations regarding use of resources.	
After researching the physical and other needs of children at various ages, discuss ways in which these needs can be met in different family situations (e.g., one-child family, large family, extended family, single-parent family). Compare and contrast your observations.	
Invite several guest speakers to discuss specific social and economic problems of families at various life stages. A social worker could discuss low income, diet, social activities, transportation, parenting, housing, education. A health department representative, nurse, doctor or other medical worker might discuss health resources of the community. An agriculturalist, farmer or extension agent might discuss rural life in Oregon. Summarize what you learned.	

Working in groups and using the same family description, develop plans for solving different problems (e.g., extended illness, an unplanned child, college finances). List the economic and social resources which would be needed to implement each group plan. Survey your community to identify available resources and determine how much they cost. Report your findings in class.

Make a list of the resources (e.g., skills, time, money, energy) each member of your family contributes to the daily operation of your household. Then, consider what would happen if one or more members were to become ill for a day, a week, month or year. Discuss changes that might need to be made in each circumstance.

Write a description of a time you were ill and share it with the class. Describe how your illness affected family household management. Assume that your mother or father became ill for one month. Develop plans for your family to take over her or his duties. Have your mother or father evaluate the plans and report her or his reactions in class.

Interview homemakers who have dealt with illness to find out who took over responsibilities and whether essential tasks got done. Evaluate how well families coped. Report your findings in class.

Discuss a situation in which an ill grandparent is forced to move in with a family. Identify ways in which the household operation and financial management of the family needed to change.

Investigate the cost of items related to illness (e.g., hospital room per day, rental of a wheelchair, walkers, crutches, commodes, private nurse, drugs, therapy). Using the information, determine the types of medical insurance necessary to cover the costs of various illnesses. Summarize your findings.

Invite several visiting nurses to speak about services they perform and how they manage their duties. Summarize your findings and relate to instances where someone you know has used the services of a visiting nurse. Investigate other available home health care services, including how to locate qualified professional help, cost of the services, community agencies who may help and types of insurance to cover them. Summarize your findings.

Using a case study illustrating a given family situation, assume that the main source of income is eliminated. Identify problems that might result and develop possible solutions to them. Investigate the sources of aid available to persons who become ill or disabled. Invite a guest speaker from your local social security office or the State Accident Insurance Fund office. Summarize your findings in relation to qualifications for payment and length of coverage.

Using well-known cases involving illness in a family (e.g., person in a coma), identify household and financial problems resulting from the illness. Discuss alternative solutions to their problems.

Invite a panel of persons who have been involved with extended illnesses (include a wife, a husband, a child of a person who has had an extended illness and a person who has had such an illness). Discuss the psychological effects of the situations as well as the changes needed in household operation.

SUGGESTED COURSE GOAL *The student will be able to identify the ways personality affects managerial behavior.*

LEARNING EXPERIENCES	RESOURCES
Define personality and generate a list of personality traits (e.g., aggressive, quiet, shy, confident). Give examples of how each trait might affect managerial behavior, positively or negatively. Identify personality characteristics you think would be desirable in a lab leader. Explain why you chose each and discuss whether a person needs all of those identified to manage successfully.	
Select a comic strip character with which you are familiar (e.g., Blondie, Mary Worth, Snoopy, Lucy). Based on the personality of each character, describe the kind of manager this character would be (managerial behavior or style). Share with the class.	
Using fables (e.g., Grasshopper and the Ant), discuss how personalities affected management and decision-making actions of the characters involved.	
View *Guidance for the 70's: Self Esteem* or *Guidance for the 70's: The Blame Game* or *Guidance for the 70's: Who's Responsible* and evaluate the main characters in terms of whether they would be effective managers. Justify your positions.	127 128 129
Write a description of someone you feel is a good manager. Explain why you chose this person and what management skills he or she possesses. Share with the class.	
Using magazines, cut out pictures that depict how you perceive others see you. Paste these on the outside of a paper bag. On the inside of the bag, paste pictures that depict how you see yourself. During the following class period, share the outside of your bag with others in your class. If you wish, you may share one or two items from the inside as well. Summarize what you learned by writing a short, confidential paper about yourself. Relate your findings to your personal managerial behavior.	
Complete the exercise: "Am I Someone Who . . .?" Relate personal preferences to personality. Identify how your own preferences have influenced your personality and thus your managerial behavior.	104
Participate in an activity related to consumer decision making and draw conclusions about how your personality influenced your choices. Generalize your findings to other management situations (e.g., meal planning, budgeting).	
Read a case study about a management situation related to personality and list management skills that appeared to be lacking. Identify ways in which these skills could be developed. Share ideas in a class discussion.	82

SUGGESTED COURSE GOAL *The student will be able to describe the effect of a husband's or wife's occupation on family lifestyle and managerial behavior.*

LEARNING EXPERIENCES	RESOURCES
Invite two married couples with different occupations to discuss their lifestyles and managerial roles. Summarize the similarities and differences discovered.	24
Imagine you have a job that requires you to work nights and sleep days. Write a short paper describing how this situation would affect your personal lifestyle. Invite a panel of people who hold night jobs to discuss the effects of these jobs on a family's lifestyle and managerial behavior. Summarize your findings.	
Discuss situations in which a family member performs his or her job at home (e.g., artist, insurance agent, realtor). Include information on how a job performed at home affects relationships with friends, telephone use, noise level and privacy. Summarize the effects of these situations on family lifestyle and general household management.	
Discuss lunch habits of people who work (e.g., brown bag, restaurant; half hour, unlimited time). Relate these habits to occupational roles and managerial behavior required.	
Working in pairs (preferably one boy and one girl), discuss male and female roles and how they affect family management. For example: What do you think the woman's/man's role should be? How does tradition differ from current beliefs? How does your own family function? How does the mother's/father's occupation affect home roles? Who manages what parts of the household? How might you manage parts of the household if you were married?	50
Discuss situations depicting the relationship between a husband's and a wife's occupation and the effect of it on lifestyle and managerial behavior (e.g., a young wife wants to quit work to have a baby, but her husband wants a new car; after five years of marriage, a working couple decides to have a child; a young executive has been offered a promotion but must move to another city, and his/her wife/husband has an established career where he/she is). Discuss each situation in relation to what you would do if you were the persons involved.	
Write newspaper want ads for full-time homemakers at various stages of the life cycle. Include tasks to be performed, abilities and skills required, salary and benefits offered. Compare your work and then discuss changes that would need to be made in the ads if the homemaker took a full- or part-time job.	
Prepare a one-year budget for a family whose income comes from seasonal work (e.g., logging, construction, farming). Illustrate times income is received and times expenses come due. Suggest ways of managing resources (including money) to maximize use of those available.	

SUGGESTED COURSE GOAL *The student will be able to describe the special management concerns of single-parent families.*

LEARNING EXPERIENCES	RESOURCES
Interview single parents to determine how their time is spent. Summarize in terms of amount of time spent in each of the following activities: housework, food preparation, gainful employment, transportation and child care. Analyze differences in terms of number and ages of children in the family and sex of the single parent.	
Invite a speaker from Parents Without Partners to discuss "managing alone." After the presentation, list tasks that must be done in the home (e.g., cleaning, cooking). Research the cost of hiring someone to perform these tasks so that time is free for other purposes. Discuss the advantages and disadvantages of hiring someone to perform routine tasks.	
Form a panel of class members (volunteers) who live in single-parent families. Discuss management problems or concerns that occur in their households. Try to discover how these problems can be or are resolved.	
Analyze case studies to compare tasks and roles assumed by a two-parent family versus those assumed by a single-parent family. Summarize the differences.	
Write a paper entitled "What a Child's Responsibility Is in a Single-Parent Family." Discuss how the responsibilities would differ, if at all, in a two-parent family.	
After watching a current TV program or reading a story in *Co-Ed* dealing with a single-parent family, discuss the special management concerns in dealing with the conflicts illustrated.	75
Investigate housing available for single-parent families considering cost, child care, nearness to school and upkeep responsibilities. Given a description of a family situation (e.g., father with teen daughter, mother with two toddlers), actually locate suitable housing. Describe what you found and explain why it was chosen.	
View *Goodbye Lynn* or *His Responsibility*. Discuss resources available to single teenage parents which could assist them with raising their children. Locate several of these resources in your community and summarize their contributions.	126 130
Given a budget of a young family, assume something happens which takes the major breadwinner out of the family (e.g., divorce or death). Readjust the budget to suit the needs and resources available and suggest alternatives for increasing resources.	
Interview women who have become heads of households of single-parent families. Find out how many have sought job re-entry training. Research various resources available to these women and summarize your findings. You might also interview men and summarize your findings.	
Invite a volunteer from the Big Brother/Big Sister or Foster Grandparents Program to discuss how people outside single-parent families can be valuable resources. Summarize what you learned.	

SUGGESTED COURSE GOAL *The student will be able to describe how values affect management.*

LEARNING EXPERIENCES	RESOURCES
Use your library to locate several definitions of values. Compare and contrast them. Discuss the concept of values as presented from a recent TV show or movie. Using what you learned, formulate a personal definition of values.	106 55
After viewing a modern painting with indistinct forms, describe your first impressions and share with the class. Discuss how values often affect the way things are viewed.	173
Listen to a Dr. Seuss children's story (e.g., *Bartholomew and the Oobleck, Lorax, Star Bellied Sneetches, There's a Wocket in My Pocket, Yertle the Turtle*). Write a brief description of the values reflected and emphasized in the story. Give examples of how the Dr. Seuss characters are similar to different types of people.	31 32 33 34 35
Design a "Coat of Arms" illustrating your favorite things or activities. Discuss how likes and dislikes influence one's personal management of time, money and energy.	
Using a pie chart, indicate the amount of time you spend in various types of activities (e.g., sleep, school, homework, family). Discuss how preferences affect the management of various activities.	
Working in groups of four to six, read a short fiction story from a current magazine (e.g., *Seventeen, Redbook, Good Housekeeping*). Identify the values of the characters in the story, problems they faced, and the solutions they used. Try to identify the assumptions behind each decision.	79 78 76
For each of the following products or services, identify three to five reasons why it might be used. Discuss possible values underlying each reason. Products: TV dinners, disposable diapers, cake mix, perfume, razor, paper towels, permanent press clothing. Services: automatic car wash, babysitter, public transportation.	105 73
Complete the simulation game *Decisions*. Summarize what you learned.	63
Answer the following open-ended questions: "Three things I could keep . . . in my purse/pocket? . . . in my room? . . . in my home?" (getting progressively broader). Discuss how you sacrifice control as environments broaden. Analyze statements and observe differences among them. Determine how your preferences affect your personal organization.	105 83
Discuss how you sacrifice control as environments broaden. Analyse statements and observe differences between them. Determine how your preferences affect your personal organization.	103
Make a list of the five preferences you feel may have the greatest effect on your personal management after you have been out of school one year, five years, ten years. Explain their impact in each case.	94
Watch the newspaper for articles illustrating societal value changes. Clip articles and share in class. Summarize the value changes and project their impact on future managerial behavior.	5 104
Complete exercises to discover your own personal preferences. Give examples of how each of your preferences affect or may affect your personal resource management.	91

SUGGESTED COURSE GOAL *The student will be able to relate standards to values in management.*

LEARNING EXPERIENCES	RESOURCES
Through discussion or role playing, differentiate between values and standards. Give examples to illustrate differences as well as similarities. Formulate personal definitions based on what you learned.	93
Given a list of tasks (e.g., dishwashing, bed making, house cleaning, yard work), identify a standard for each. Discuss the characteristics of "standards."	91
Discuss questions related to standards outside the home: Who establishes these standards? For what purposes? How do we know or identify these standards? Summarize what you discovered.	105
In one paragraph, explain the expression "His/her standards are low" or "She/he sets high standards." As a class, discuss how standards affect the management process.	
Interview school administrators or policymakers. Determine their standards for student behavior. Relate these standards to several management practices in the school.	
List ten of your greatest wants. Ask three people who are ten years, 25 years, 50 years older than you what ten things they wanted when they were a teenager. Compare the four lists for similarities. Summarize the value-standard relationships observed and discuss how they affect the management process.	
After listening to the children's story *Alexander and the Terrible, Horrible, No Good, Very Bad Day* (describing all the wrong things that happen in Alexander's day and how serious and upsetting they are), discuss differences in values and standards at different ages and how the differences affect the management process (e.g., Why did these encounters or experiences upset Alexander? What was done to deal with the upset?).	42
After completing exercises to determine your personal values, identify the standards that you associate with each of them. Keep a written record of the condition of your room for two weeks. Use it to draw conclusions about your personal values and standards. Ask yourself: What are they? Are they compatible? Are they compatible with those of my family?	105
Identify one standard you have set for yourself. Answer the following questions about it: How has it influenced a decision made recently? What resources were involved? Does this standard require a goal and a plan of action? What steps in the management process are involved in keeping this standard? Share your responses in class.	
Imagine you will be choosing the people you would like to work with in your kitchen lab. Write a short paper answering the following questions: How will you make that decision? What is important to you? Would you want someone who has a great deal of cooking experience? Would you want a hard working person? Are you willing to work with someone other than your closest friend? Indicate how your values and standards affected your choices.	
Choose a house from a current realtor's listing of homes. Describe why you chose the house and relate the decision to your values and standards. Why not a more expensive or less expensive house? Why location? Why certain features?	
Share with the class a standard you used to hold but no longer do. Discuss what factors caused this change. How has the change affected your lifestyle? How has it changed your style of management?	
Develop a questionnaire and use it to interview two adults regarding changes in standards. Compile a list of these changes in class and identify related values that have changed. Discuss the effect these changes have had on management within the home, the school and the community. Predict the effect they will have in the future.	

SUGGESTED COURSE GOAL *The student will be able to justify needs and wants in forming goals and setting their priorities.*

LEARNING EXPERIENCES	RESOURCES
Use library or classroom resources to formulate definitions of needs, wants, goals and priorities. Give examples of each to illustrate the concepts.	
Working in pairs, identify needs basic to everyone. Individually design collages which illustrate needs and wants and the differences between them. Share and compare your work.	
Assume you have been given $25 to buy an item for your bedroom. Decide what you would buy and find a picture of it. In a circle discussion, share your purchase. Determine whether purchases reflected needs or wants.	
After viewing *World of Foods*, discuss the food options available to the girl depicted. How did she differentiate between needs and wants in the cafeteria? How did her needs and wants affect her priorities?	158
Compare food needs (e.g., Basic 4) to food wants (e.g., candy and pop). Discuss what happens when food needs and wants conflict (e.g., Which come first for you? Why?). Give suggestions of ways needs and wants can be combined to accomplish food goals (e.g., having a milkshake for a milk serving).	
List the goals of a woman who is expecting her first child (e.g., having a healthy baby). List foods that you like to eat. Identify which of the foods on your list would be needed by the woman to accomplish her goal. Identify which of the foods would be wants and how they might affect her goals.	
List 15 children's toys and star the five you think necessary for every child. Following a discussion on toys, including safety, educational advantages and stereotyping influences, circle those toys you would most want your child to have. Summarize how wants and needs influence decisions about the kinds of toys chosen for children.	
After reading fiction and nonfiction stories (e.g., *Gone With the Wind, Child of the Dark, Sybil*), identify how basic needs and wants determined the goals and priorities of the characters. (Note: Younger students may be more comfortable using shorter stories, especially episodic ones).	23 7 30
Read the following case study. Cathy is coming home from school and thinks about everything she has to get done before her trip to the beach early tomorrow morning: finish sewing her bikini cover-up, wash her hair, pack a sack lunch, paint her nails, straighten up her bedroom and wash the clothes she will wear on the way home. As she walks in the door, she sees a note her mom left. Cathy's grandmother is ill and mother must stay with her for the evening. There is a list of tasks for Cathy to do: fix the family's dinner (dad and two sisters), do dishes, straighten the living room, get the two-year-old ready for bed and make a dessert for tomorrow's dinner. Working in pairs, set priorities for the tasks and compare with those your classmates set. Discuss the differences between needs and wants and their effect on priority decisions. Consider individual differences in relation to the priorities class members set. (Note: Activity can be adapted to a male.)	
Using the following or similar situations, discuss solutions in relation to needs, wants, goals, priorities:	3
My best friend and I get the same allowance. My friend saves for all kinds of things. I've tried to follow her/his budget, but it doesn't work for me. What am I doing wrong?	80
What's the right amount for a teenager to spend on clothes? On snacks? On gifts?	
Why save? Especially when you're 14 or 15?	
Is college worth saving for? What if you're poor?	
Do I always have to go along with what my friends do?	
Summarize the specific factors which entered into your decisions.	

Identify and list your personal needs and wants. Using the list, state related short- and long-range goals and then list them by priority.

After completing the "Life Action" activity in *Human Values in the Classroom*, determine items important to you and how much you would be willing to sacrifice to keep those items. Discuss differences in items classmates identify. 92

Select a floor plan of a house in which you would like to live. While considering today's shortage of resources (e.g., gas, water, electricity, land, building materials), evaluate the house in relation to personal wants and needs.

After viewing the filmstrip in the kit *Decision Making for Consumers*, list any impulse buying you have done recently. Consider your needs and discuss the relationship between impulse buying and personal priority decision making. 65

Assume you have $100 to spend. List the item or items you would purchase. Separate needs from wants and rank order. Select and research the need with the highest priority. Determine whether the need still has the highest priority.

After viewing *You and Your Clothing*, inventory your wardrobe and list new clothes wanted and needed. Select one article and plan how to obtain or acquire it. Implement your plan. 170
15
13

SUGGESTED COURSE GOAL *The student will be able to identify forces which cause values, standards and goals to change.*

LEARNING EXPERIENCES	RESOURCES

Think about what was important to you five years ago and discuss why these activities, items or factors may not hold the same importance now. Project yourself five years into the future and, based on what is important to you now, predict the values, standards and goals you may wish to strive for.

List friends of five years ago, two years ago and today. Why were/are they friends? What caused the change of friends if there was any? How could this indicate a change in standards, values or goals?

In pairs, share a value, standard or goal your family had but no longer has. Discuss questions such as: What factors influenced this change? In what ways do you expect to see changes in values, goals or standards in the near and distant future?

Identify a clothing item in your closet which you never wear and answer the following questions about it: Why don't you wear it? What values and standards have caused you to change your mind about this garment? What outfit is your favorite today? Do you think you will want to wear it next year? How do you think your values and standards will affect your clothing choices five years from now?

To illustrate how values change, bring an item to class you feel does not serve a purpose. Share this item with your classmates. Tell the class where or why the item was obtained and why it no longer serves a purpose for you. Have them suggest alternative uses/purposes for the item. Try to identify an alternative use for the item based on class suggestions.

Given a list of ten items, rank them in order of "necessity" or "usefulness." Ask your parents and grandparents to rank them. Discuss the differences and similarities between the ways the items were ordered. Where do the greatest differences exist? Similarities? Why?

Using current books or TV shows, compare your values with those of the people depicted. Discuss reasons for the differences and similarities.

Develop a questionnaire related to grooming standards. Fill it out and then ask your parents to do so. Compare the results. Identify possible reasons for the differences and similarities observed.

Identify an event (such as a school football game) that is commonly prized by different types and ages of people. Describe how that preference is expressed by different persons (e.g., the press, school administrators, student body, self). Point out the factors responsible for the differences identified.

After viewing *Shoplifting*, discuss the factors that may lead one to shoplift. Consider backgrounds, values, goals and standards. Identify ways in which a change in personal associations, economic circumstances, or living environment may affect one's values, goals or standards. 167

Identify a family crisis which would cause a family to reestablish their values, goals and standards. Point out factors other than crises which can lead to these changes. To illustrate how environmental factors affect us, list current events which have caused family values, goals and standards to change. Identify the underlying forces and classify according to social, economical, political and technological. Discuss how families have adapted to these changes.

For a given limited resource situation, such as a water shortage, brainstorm activities that require the resource. As a class, decide on ten that could be eliminated and three you could not live without. Discuss how these decisions would affect your life and how they would cause values to change.

Plan a wardrobe considering clothing items needed for various occasions. Discuss how activities and personal associations cause standards of dress to change.

Invite a school administrator to discuss changes that would occur if the school budget were defeated. Ask him/her to describe the values, goals and standards involved. Relate the situation to others involving financial resources.

SUGGESTED COURSE GOAL - *The student will be able to describe the roles values, goals and standards play as motivators for managerial action.*

LEARNING EXPERIENCES	RESOURCES
Write a paper entitled "What Motivates Me." Discuss the importance of peer pressure, church, parents, school, country and self. Share in class if you wish and compare motivational factors.	
Invite to class a panel of persons who have different numbers of children. Ask them to describe the factors that influence the ways they manage their homes, lives and work. Afterward, discuss what you learned in relation to the motivational role of values, goals and standards.	
Play *Ratrace*, a real-life game requiring a mixture of luck and good management to succeed. After the game is completed, identify managerial behaviors that were used and their relation to values, goals and standards.	71
Exchange stories about times when you wanted to do something very much and managed to do so, also times when motivation was lacking and you didn't accomplish a task. Relate to the influence of values, goals and standards in each case.	
Complete one or more structured activities designed to help you identify and improve personal motivation and managerial behavior: "Taking Action on My Values"; "Removing Barriers to Action"; "You Can Do Something About It"; "Getting Started"; or "What I'd Like to Learn to Do or Be Able to Do."	93 105
List one goal you would like to accomplish and then list the ways in which achievement of this goal will be affected by time, money and energy. Identify a plan of action for accomplishing the goal. Write a contract based on your plan and sign it. After a given period of time, evaluate your progress.	
List the tasks or activities you want to do or must accomplish today, this week and this year. Group and order them so they show steps toward accomplishing specific goals. Develop appropriate plans and implement. Keep track of your progress.	
Select a mangement problem in your home (e.g., finding study space, getting dishes done). Determine a way in which you want to see the situation change and provide a motivator to change the action. Evaluate your results.	

SUGGESTED COURSE GOAL *The student will be able to describe the relationships among values, goals and standards and the ways resources are utilized.*

LEARNING EXPERIENCES	RESOURCES
After viewing *Values and Goals–A Way to Go,* use overlapping circles encompassing the words values, goals and standards to discuss relationships among the three concepts.	157
On a small piece of paper write a personal value. Put your value in a bag with those of other class members. Draw a value and write a goal for that value. As a group, establish two or three standards for each goal. Share results.	
Read a short story and identify the values, goals and standards of the characters involved. Be sure to cite evidence (e.g., Why or how is the value, goal, standard reflected?). Use a chart with headings (values, goals, standards, evidence) to illustrate the interrelationships among the concepts.	
Discuss the following question: If from now on you were given an extra hour each day, how would you spend it? Draw generalizations about your values, goals and standards from the discussion.	
Given a specific resource ($5) and an immediate goal (to improve your room), decide how you would use the resource. Determine how the standard would change if you had $25 to buy a similar item or achieve the same goal. Share your thoughts in class and indicate what factors influenced your decisions.	
Discuss the effects of household products on the environment (e.g., plastics, glass, metals, chemicals). Shop for a specific list of household products, basing your purchasing decisions on the impact the items will have on the environment. Compare and contrast purchases by identifying values that influenced them.	
Select a value (e.g., close family life) and list goals and standards a person with that value might have. Discuss how that value might be reflected by resource-use decisions.	
Given copies of three budgets and a list of three goals (e.g., new car, giving to charity, a trip), determine which budget goes with which goal. Discuss the relationship between use of financial resources and values, goals and standards.	
Read the case study entitled "Thoughts of a House." Determine how the values, goals and standards of the Nelsons and Locks affected the way they used their housing resources.	22
Read a case study about a recently married couple making a credit-use decision. Discuss the relationship between their resource use and their values, goals and standards.	

SUGGESTED
PROGRAM GOAL

The student will be able to develop skills important to becoming a more effective manager.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to identify the components of the communication process.*

LEARNING EXPERIENCES	RESOURCES
Find pictures illustrating various forms of communication (e.g., speech, writing, body language) and identify the function of each in the communication process. Post on the bulletin board and save for future reference.	
Given a state road map, select and plan a route to another city. Discuss how difficult it would be to arrive at the exact location without using road signs in addition to the map. Identify other forms of written communication we depend on to manage our daily activities.	
Using pictures of people expressing different emotions (e.g., children in a child care class), identify what is communicated to you and why. Compare with reactions of your classmates. Make a list of identified forms of nonverbal communication.	69
View pictures of clothing worn by different people and answer these questions: What are the people trying to say with their clothes? Is the message positive or negative? Effective or ineffective? Think of other ways in which communication is carried on nonverbally.	
Devise ways to communicate a thought to another student when verbal communication is not allowed. Practice your techniques and evaluate their effectiveness. Play *Body Talk* to stress the importance of nonverbal components in the total communication process.	57
Visit a TV or radio station and observe a program in production. Identify the types of communication used. Share observations in class.	
Invite a person (e.g., a speech therapist or speech/drama teacher) to discuss the processes and components of communication. Summarize what was learned.	
Complete some of the activities included in *Communication Games.* Summarize what you learned about the communication process from your experiences.	60
View *Your Space & Mine: A Behavioral Approach to Environments* and complete one or more of the awareness activities provided. Discuss the concept of "personal space" as it relates to the communication process.	74
Prepare an instrument with questions related to the meaning of slang expressions. Give the test to several of your peers and to several older persons. Compare the answers of the two groups. (A sample question might be: The party was a blast. Does it mean: a. there was an explosion; b. it was fun; c. there were many balloons.) Discuss the role of slang in the communication process.	
An action or trait can be viewed favorably or unfavorably depending on the label given it (e.g., I'm casual, you're careless, she's a slob; I'm thrifty, you're money conscious, he's a tightwad). Try writing some phrases that illustrate different ways of expressing the same idea. Share with the class and discuss the various ways language can be used positively and negatively in the communication process.	
As a class, contribute "red rag in front of the bull" phrases that you have heard. Determine how these phrases could be modified so they are acceptable. During this process, discuss the use of "danger words" in the communication process.	
Practice rewriting a paragraph (e.g., recipe directions) in your own words. Compare with those rewritten by your classmates. Discover ways you misinterpreted the original paragraph. Discuss the concept of interpretation as it relates to the communication process.	
Role play situations in which communication occurred at poor times (e.g., a parent is asked for a favor when he or she is busy, tired or preoccupied). Discuss time as a factor in the communication process.	

Set up situations in which distracting sounds are made to interfere with normal classroom conversation. Evaluate what happened. Discuss the impact of noise on the communication process.

After viewing pictures of several different situations, share your thoughts about what is happening in each. Compare differences in reactions to the same pictures. Discuss how assumptions are often made without the benefit of verbal messages.

Keep a record of all the words you hear or see in one day that you do not understand. Bring your list to class and compare with your classmates. Discuss vocabulary as a component of the communication process. Predict the consequences of failing to ask questions when words are not understood.

Working alone, write definitions or word associations for each of a given list of words. As a class, identify communication problems that might occur when people have different meanings for the same word. Discuss the concepts of connotation and denotation as they relate to the communication process. 29

Define argument and disagreement. Given a situation (e.g., babysitting a difficult child, sharing the family car), role play an argument and role play a disagreement. Determine how the feelings, both expressed and felt, differed in the two situations. Summarize the components of communication responsible for the differences.

In groups of three, with one person blindfolded, complete the following activity. Give the blindfolded person a pitcher of water and a glass. The goal is for him or her to fill the glass with water while one person verbally encourages and the other discourages. Afterward, identify the components of the communication process involved and discuss ways in which communication could have been more effective.

Play a decision-making game such as "Who Will Survive" (in a large group of 20-25 persons, decide who will survive). Tape record the conversation. Play back the tape and analyze in terms of the communication and group cooperation processes used.

Tape record a conversation between two or more students. Play it back and analyze the effectiveness of the communication. Make suggestions for improvement. Record the same students again and, after playing back the tape, evaluate the contributions made by the newly learned communication skills.

Identify techniques you have used to communicate with various groups of people (e.g., young children, elderly, blind, deaf, peers, parents, authority figures, teachers). Make a list of those that have proven most effective and compare with your classmates. Select one or more to implement. Evaluate the results of your efforts.

Observe a child under two and keep a record of all the ways the child communicates with you. Note what he or she is trying to tell you each time there is communication. Summarize ways in which young children can be helped to expand their communication skills.

To determine how well you listen, complete the following exercise. Divide into pairs and have one person talk to the other for one minute. The listening person is allowed to react to what's being said but must first say what he or she *thinks* the speaker said. Switch roles. Repeat. Discuss the feelings you had when you were not understood, when someone repeated what you said, or when you could not understand. Make suggestions for improving listening in the future.

To improve your listening skills, play the tape *Are You Listening?* and complete the exercises provided. Summarize what you learned. 172

To learn about factors involved in giving and following directions, complete a directions exercise. Pass out identical puzzle parts to groups of four people. Give the leader of each group a picture of the completed puzzle. Have him or her describe how to put the puzzle pieces together without watching the group work. Afterward, identify the aspects of communication that were involved (e.g., listening, working cooperatively, giving directions). Discuss how communication could have been more effective. 94

SUGGESTED COURSE GOAL *The student will be able to describe the relationships among communication, group cooperation and resource utilization.*

LEARNING EXPERIENCES	RESOURCES
After using the kit *Communication: The Problems Approach,* discuss the function of language and the relationship between communication, group cooperation and resource utilization.	61
Debate the statement: "Resolved: Every American citizen is dependent on public information." Discuss the relationship between public communication and personal resource use.	
Make a list of communication media (e.g., TV, CB radio, telephone, mail) and identify ways each affects a person's use of resources. Evaluate in terms of both positive and negative influences.	
Watch any current TV program and observe how the actors communicate with each other. Determine whether cooperation occurred. Discuss ways in which resource utilization and group cooperation were facilitated through effective use of communication. Relate these to your own experiences by citing examples.	
Name five personal skills that affect communication (e.g., understanding, patience) and determine whether they have positive or negative results. Give examples of each.	
Make two lists, one describing factors that promote family cooperation in the use of resources and another describing factors that hinder this cooperation. Relate each factor on the lists to communication within the family. Formulate several suggestions for ways communication can be used to promote family cooperation.	43
Role play a family in a negative communication situation and then in a positive communication situation. Identify the specific communication changes which occurred that helped improve family cooperation.	
Invite a person with hearing loss and a member of his or her family to discuss communication and the special steps necessary to facilitate cooperation in their home. Ask about resources used to facilitate this communication. Summarize your findings.	
Working in groups, plan lab activities for another group of students. You must write instructions, and the other group may use only your instructions. Implement your plans without further communication. Evaluate the effectiveness of the group cooperation and resource utilization which occurred. Suggest ways you could improve future written communications.	
Formulate group plans for using available resources to solve classroom problems (e.g., keeping the sewing lab clean). Choose one to implement each week, keeping all previous plans in force as you do. Evaluate how well you did in relation to group cooperation, communication and resource utilization. Make changes as necessary.	
With the class divided into two groups, carry out the following activity. One group plans an end-of-the-year dinner while another group observes and records communication techniques used. Then, roles are switched. (Note: The first group is given no guidelines but the second group has a designated chairman and meal-planning guidelines to use.) When the activity has been completed, compare the communication techniques used to facilitate group cooperation and resource utilization.	
Discuss the ways your local utility company has attempted to enlist community cooperation in saving resources. Analyze the effectiveness of the efforts and suggest ways in which different communication techniques could be used.	
Invite a local senator or representative to discuss the ways in which he or she uses communication. Find out what techniques he or she feels have been the most helpful in securing needed cooperation. Summarize your findings.	
Design an organizational chart of the school showing the channels of communication one would need to go through to implement a change or solve a problem. Identify ways in which communication might be improved and suggest changes to the appropriate school official(s).	

SUGGESTED COURSE GOAL *The student will be able to apply knowledge of communication to a management activity.*

LEARNING EXPERIENCES	RESOURCES

From a newspaper, clip articles which relate ways of effectively carrying out management-related tasks. Summarize what you found by indicating how communication is involved.

Wrap five packages in the following ways: a box with a bow on it, a box wrapped in wrinkled paper with an unmatched bow, a box wrapped with no bow, a box wrapped with beautiful paper and bow, a box from a grocery store. Discuss what would be communicated to the recipient of a gift wrapped in each of these five ways. Generalize your feelings to management situations involving nonverbal communication.

Visit a nursery school and observe the types of communication used by preschool children and nursery school teachers or aides to facilitate various management activities. Later, discuss the effectiveness of the various types of communication observed. Summarize ways communication can be used effectively to guide young children.

Given a list of negative statements often made to children, change them to positive ones. Discuss how one can gain a child's cooperation through effective use of communication.

As a group, plan a party for several young children. Determine what needs to be communicated and to whom. Make appropriate provisions. Implement your plans and evaluate their success.

Demonstrate the procedure for carrying out a given activity (e.g., bathing a baby, decorating a cake). Have another student perform the activity following your directions. Evaluate the results and develop a list of ways in which direction-giving communication can be improved to facilitate management-related activities.

Discuss how nutrition or clothing labels can help in the management process. Look at several labels and plan meals or a wardrobe using the information provided. Share plans for meals or wardrobes.

Write instructions for a recipe so someone else could prepare the food. Have someone use your directions and evaluate the results. Discuss written communication as a component of management. Make suggestions for completing the project another time.

Working in small groups and with incomplete grocery lists, complete them according to what you feel is needed. Compare completed lists and determine what assumptions were made. Discuss the advantages and disadvantages of making assumptions when carrying out various management activities.

Using a checklist including such things as "spoke clearly," "used words familiar to students," "explained each step," and "asked for questions," evaluate the effectiveness of your teacher's communication. (The home economics teacher might purposely give poor directions to make specific points about communication as it relates to management.) Summarize ways in which communication can be improved by use of each of the factors listed on the checklist.

Select a management problem you are having. Write a paper describing ways you could improve your communication in order to solve or help solve the problem. Implement your plan and evaluate.

SUGGESTED COURSE GOAL *The student will be able to describe the relationships among values, goals, standards and decision making.*

LEARNING EXPERIENCES	RESOURCES
Define values, goals, standards and decision making. Suggest ways in which they are interrelated.	45
To determine the relationship between values and decision making, make a list of recent personal decisions indicating the time it took to make each of them. As a class, determine the extent to which values influence the amount of time spent making various decisions.	88 89
Complete several unfinished advertising jingles (e.g., "Things go better with _____"; "_____ has sex appeal"; "This is _____ supermarket, but the meat department is mine."). Circle those products you use. Analyze the values, goals and standards each of the advertisements attempts to appeal to. Determine whether the ads influenced your decision to use the products. Discuss the interrelations of values, goals, standards and decision making.	
Think of a time you made a decision that conflicted with your values, standards or goals (e.g., relationships, or ones related to buying clothes, food). Analyze how you felt about the decision afterward. Discuss the relationships among values, goals, standards and decision making. Suggest implications your conclusions have for future action.	93
Describe an item that you have been saving money for or one you would like to save for (e.g., TV, stereo, bike, coat). Compare with your classmates. Identify the values, goals and standards which influenced various decisions. Summarize the relationships among values, goals, standards and decision making.	
Carry out an auction of several common items (e.g., peanut butter, blue jeans, shoes, shampoo). Later, interview the top bidder for each item to find out why he or she wanted it and how his or her values, goals and standards entered into each decision. Interview those who chose not to bid. Find out how values, goal and standards influenced their decisions. Summarize your findings.	
Select a decision you recently made and analyze how your values, goals and standards influenced the choice(s) you made. Write a short paragraph summarizing your findings. Share ideas in class by discussing how values, goals and standards affect the decision-making process.	
Find multiple pictures of a variety of goods and services often purchased by different groups of people. Price these and then place priced pictures around the room. Given a paper bag and "$30," select items and place the pictures of them in your bag. Compare with your classmates and analyze the relationship between selections and one's values, goals and standards.	
In small groups, research or suggest possible courses of action which could be taken in the following situations: you know the girl or boy you room with is stealing from the restaurant where you both work, but her or his mother is ill; the restaurant where you work is not meeting certain health standards and should be reported, but you need your job; your ride to work disappears, and you feel tired today. Identify the values, goals and standards that may be associated with each possible course of action. Share results in a class discussion.	
Given various situations involving decisions which have been made (e.g., Mary, living in New York, decides to visit her parents in San Francisco over Christmas; Mrs. Smith, having guests, decides to serve a steak dinner; John, after high school, decides to go to meat-cutting school), list the values, goals and standards you feel the individuals probably used in making their decisions. Discuss how different values, goals and standards could have produced different decisions.	
Given a case problem, identify the values, goals and standards of the individuals depicted and choose an appropriate course of action. Several variables to the case study should be used so that individuals or groups are solving the same basic problem. After solutions have been selected, discuss why they differed. Summarize how values, goals and standards influence the decision-making process.	
Given information regarding the amount of money which can be spent for various home economics laboratory experiences, help your teacher decide which to choose. Analyze the values, goals and standards which entered into your decisions.	

SUGGESTED COURSE GOAL *The student will be able to identify a basic process by which decisions are made.*

LEARNING EXPERIENCES	RESOURCES
Identify and define each of the steps in decision making. Define all related terms. Use a chart to illustrate how one decision is often used as a basis for another decision.	44
Read "Decision Making: 25 Delicious Flavors Are 25 Too Many" in resource 83. Discuss the process by which decisions were made in the story.	95
Identify various kinds of decisions (e.g., social, emotional, financial, physical) and give examples of each. Discuss the relationship between types of decisions made and use of the decision-making process.	64 62
Play the *Game of 99*. Compare and contrast different decision-making processes used by students throughout the game.	67
List 10-12 decisions you made during the past week. Check each to determine which were made systematically and which were made on impulse. Compare the satisfaction of the decisions made in terms of the process used to make them.	
Given case studies illustrating decision-making processes involving habit, analyze each. Determine how many of your own decisions are based on habit. Discuss the role of habit in the decision-making process.	82
Choose a decision you are currently trying to make or choose an arbitrary situation for all class members to work on at one time. Write it at the top of a blank page and then divide the rest of the page into two vertical columns. In one column list all the pros and in the other all the cons. Make a tentative choice. As a class, discuss how this technique can be used for other decisions.	
Using the "Decision-Making Tree" in resource 83, diagram a problem and identify alternatives (the larger branches of the tree show the immediate alternatives of the decision, the smaller branches the more distant alternatives). Identify consequences of each alternative and then select a solution. As a class, discuss how this technique can be used for other decisions.	83
Listen to recorded problem situations, one at a time. Decide whether a systematic decision-making process was used in each situation. Make suggestions for improvement.	65
Working in groups, solve a given problem using a decision-making grid. To complete grid: develop a list of alternatives to the problem, assign alternatives on the list a priority number and record the number of each alternative in the preferred square on the grid. (Grid lists feasibility–high to low–on one axis and desirability–high to low–on the other). Share results and discuss how the decision-making grid might be used in solving other problems. Discuss the differences in assumptions made during the decision-making process.	83
Given a situation (e.g., finding a job, purchasing clothes, babysitting), identify one problem common to the situation. Develop three solutions to the problem and select one. Analyze the decision by identifying the steps involved in selecting the chosen solution.	
View *Making a Decision Is* . . . . Working in small groups and given several case studies, analyze the decision-making processes that are illustrated in each. Summarize your findings.	142
Working in two large groups and given a problem situation (e.g., your roommate just called and is bringing his or her boss home for dinner in one hour; your committee at school has decided to meet at your house in one hour for snacks and a work session), develop solutions. Group 1 will have no guidelines to follow, while group 2 will be given an outline of the steps in the decision-making process. After 15 minutes of work, report your solutions. Discuss feelings related to solving problems with and without plans or guidelines.	
Read and evaluate how a decision-making process was used in articles relating to problems and how they were solved in magazines such as *Ladies Home Journal* or *Good Housekeeping*. Summarize what you learned and apply it to other real-life situations.	77 76

SUGGESTED COURSE GOAL *The student will be able to differentiate among individual, family and group decision-making patterns.*

LEARNING EXPERIENCES	RESOURCES
Read the playlet *Decision Making for Consumers,* parts 1, 2 and 5. Review a case situation dealing with an individual management problem and discuss the process of individual decision making. Determine how the process would differ if a large group were involved.	65
Keep track of all decisions made for a period of time. Indicate which were made individually and which were made as a group. Differentiate between the patterns used to make individual and group decisions.	
Compare how large groups (e.g., school clubs or organizations, city government, business companies) make decisions with how individuals make decisions. Identify various decision-making processes used by groups and contrast with those used by individuals.	
Brainstorm decision-making situations (e.g., places to go, clothing to purchase, choice of friends). Select a situation and resolve it individually. Resolve the same situation as a group. Discuss how the two processes differed.	
Using a newspaper, select a movie you would like to see. Share selections and compare with your classmates. Analyze the problems that would be involved if you had to choose a movie to see as a class. Discuss the advantages and disadvantages of group decision making.	
Assume your family is planning to build a new house. Make plans for a room you would like to have. Show them to your parents and ask for their input. Analyze how the plans would have been different had they participated in the decision-making process.	
Working alone, plan a menu for a special buffet dinner. Plan menus in groups of four. As a class, decide on a final menu. Discuss how the decision-making patterns changed as the number of students involved in planning increased.	
After listening to a case problem, use the round-robin technique to suggest solutions (continue around the circle until everyone has had a chance to speak). Discuss how decisions were altered as more and more persons became involved.	
Discuss the differences among consensus, compromise and dictating. Relate each to group and family decision-making patterns. Compare and contrast situations in which each pattern would be appropriate. Summarize what you learned.	
Given short situations from *Decisions, Decisions,* discuss the individual family roles depicted. Try to arrive at appropriate solutions. Discuss how the decision-making patterns used by individuals and families differ.	64

SUGGESTED COURSE GOAL *The student will be able to apply the decision-making process to problem situations and determine the value of doing so.*

LEARNING EXPERIENCES	RESOURCES
Given a problem situation and a small amount of information, analyze and make a decision. Then, make further decisions using successively greater amounts of information. Discuss the importance of acquiring information in making decisions. Apply what you learned to one actual problem situation. Evaluate the result and report in class.	
Assume you are a member of a family that has just lost all its clothing in a fire. Your share of the insurance settlement for new clothing is $100. Use catalogs and newspapers to obtain prices and pictures of the items you would buy with the money. Write a short paragraph describing how you made your choices and how they might have differed had you had an existing wardrobe to work with. Share in class and think of other situations to which the decision-making process could be applied.	
In groups of three to five, use the decision-making process to solve problems related to child development or babysitting (e.g., Johnny falls off the swing and cries; Karrie refuses to eat the dinner her mother left; Susan asks the difference between boys and girls). Share decisions and the processes used to make them. Assess the value of using a decision-making process in working with children. Apply what you learned to future situations as they arise in a child care lab.	
After viewing several different accessories which could be used to complete a basic outfit, discuss the possible choices which could be made. Discuss the value of using a systematic decision-making process in planning a wardrobe.	
Using "Dear Abby" letters or ones you have composed yourself, suggest solutions to the problems described. Evaluate how you arrived at your solutions in terms of decision-making strategies and assess the value of using the decision-making process to solve personal problems.	
View *Umpteen Ways People Shop*. Discuss in terms of the shopping facilities available in your own community. Take a field trip to one or more local retail outlets and use a decision-making process to select two items to purchase. Write a short paragraph describing the value of applying a decision-making process when purchasing goods and services.	169 114
Research the possible steps involved in selecting various small or large household appliances. From an appliance category of your choice (e.g., hairdryer, lamp) select one item you feel would best meet your needs. Justify your choice, illustrating how you arrived at it. Discuss how your choice might have been different had you not known about the steps in the decision-making process.	
Given a running "in-basket" problem, use the decision-making process to manage personal finances (e.g., Day 1, you earn $5 babysitting; Day 2, you owe 60 cents for a library fine; Day 3, your friends want you to go swimming, but you also want a new record). Afterward, discuss the value of using the decision-making process in managing personal finances.	
Select a stock to research and follow. Using the decision-making process, determine whether you would buy it. Think of other similar situations to which you must be able to apply the decision-making process. Evaluate the effects of using/not using the decision-making process.	
Using "A Profile of Paul" in *Career Development: Education for Living*, employ the decision-making process to help him make a career decision. Discuss the value of using the decision-making process to make career decisions.	59
Use the decision-making process to select some equipment items that could be used in the home economics department. Justify your choices and submit your list to your school principal. Think of other situations in which justification of choices might be useful.	

SUGGESTED COURSE GOAL *The student will be able to describe the relationships among goal setting, communication, decision making, planning and implementing.*

LEARNING EXPERIENCES	RESOURCES
Review the following terms: goals, communication, decision making, planning and implementing. Play *Decisions*, a simulation game of goals, choices and values. After the game, determine the relationships among goals, values, decision making and communication.	63
List three things you want most in life. Examine them to determine how they relate to your values and to other decisions you have made or will have to make. Evaluate what you have done recently to reach one of these goals. Make additional plans for moving toward accomplishing your goals.	
Working in groups, examine case studies which have obvious solutions (though not always appropriate in the long run). Generate at least two additional solutions, considering short- and long-term consequences. Share and defend solutions. Relate the overall process of making decisions to setting and implementing goals.	
Write a short case study (a personal account or one of a fictional person) which illustrates the management concepts of planning, implementing and facilitating. Be sure to consider goals set, communication used and decisions made. Share in class. Discuss the relationships among the three concepts and determine how the concepts could have been better used in each case.	
Plan an activity such as a fashion show, senior dessert or FHA banquet. Work through setting the goals, communicating the activity to the appropriate persons and making decisions. Implement your plans and evaluate the results.	
Semester assignment: Set one goal related to classroom learning you would like to attain (e.g., earn enough money to buy a stereo–money management; lose 15 pounds–nutrition/grooming; get along better with parents–relationships; redecorate room–home furnishings). Report your progress periodically, considering goal setting, communication, decision making, planning and implementing. Near the end of the semester, evaluate results. Discuss satisfactions at various stages as the processes of setting, planning and implementing goals were used.	

SUGGESTED COURSE GOAL *The student will be able to explain the importance of goal setting in the overall process of management.*

LEARNING EXPERIENCES	RESOURCES
Discussion starter: Have you ever had the experience of setting very specific goals for a Saturday? Have you ever spent a Saturday when your goals were vague and confused? Compare the two days considering accomplishments and feelings.	
Identify plans for the weekend. On Monday, make a list of what was done over the weekend. Compare the lists. Discuss how goal setting can affect accomplishment of desired activities.	
Identify things you want to accomplish this week. Make a plan to show how you will accomplish these activites. Predict how your plan would change if you suddenly had to perform some additional tasks (e.g., taking brother or sister swimming, babysitting, going to the store). Discuss the importance of goal setting.	104 98
Using "The Little Red Hen" in *Aesop's Fables*, discuss the importance of goal setting in accomplishing tasks. Relate to what often happens when life is lived on a short-term basis only.	1
List ten personal goals which are long-term, short-term or both. Beside each goal indicate if the goal is ST (short-term), LT (long-term), E (requires energy), M (requires money to complete), TA (requires talent), I (requires interest). Goals may have more than one symbol beside them. Examine your goals. Discuss the importance of specifying goals to achieve desired results.	
Relate a sewing project to long- and short-term goals (e.g., long-term goal: dress, pants or shirt; short-term goal: sleeve, facings, seams, collar, waistband, cutting out). Prepare a short-term goal check sheet by using your pattern instructions to list all the steps needed to complete your garment. Check off steps as completed. This same procedure can be reinforced at each check point in two ways. First, discuss the benefits of setting short-term goals and the satisfaction a person gets as short-term goals are accomplished. Second, discuss how small steps completed with the same standards of quality soon amount to reaching a long-term goal of quality.	
Brainstorm purchases that have not been satisfactory (e.g., food, clothing, leisure equipment). Explain how these purchases could have been more satisfactory had goals been set prior to the actual purchase.	
Make four lists of five goals each. In the first list, identify today's goals; in the second, goals for next year; in the third, goals for five years from now; and in the fourth, goals for ten years from now. Number the goals in the fourth list 1-5. Review the other three goal lists and identify the goals according to which on the fourth list they lead to. Some shorter-term goals will not lead anywhere, some will lead to all of the long-term goals. Summarize the importance of goal setting in the management process.	
Invite a financial consultant to discuss what happens when financial goals are not set. Summarize what you learned and relate to the importance of goal setting in the overall process of management.	

SUGGESTED COURSE GOAL *The student will be able to describe a process by which plans are formed, organized and controlled.*

LEARNING EXPERIENCES	RESOURCES

Working alone and given a goal, formulate a plan for reaching it. Establish controls or checkpoints and determine a method of evaluating the results. Compare your work and discuss the process by which plans were formed, organized and controlled.

Make a plan for spending your leisure time during one weekend. After the weekend is over, evaluate how successfully the plan was controlled, how satisfied you were with the results, what factors influenced any change and how the plan was adapted. Share results in class.

Given a specific babysitting situation (e.g., you have been asked to babysit three children overnight), develop plans which would help ensure that the experience was successful. Discuss the importance of planning and thorough organization.

In a foods lab, complete a number of food preparation steps as they are given to you. (The final product is not identified in advance.) Example: Step 1: Person A will add two eggs and blend; Step 2: Person D will grease and flour a loaf pan. After the lab, discuss the importance of organizing and implementing a plan involving several people.

Plan a tea or other event by first brainstorming all duties involved (e.g., invitations, preparing foods, clean up). Then categorize duties as "before," "during" and "after." Working in three committees, develop plans for meeting responsibilities before, during and after the activity. Share plans in class and delegate duties. Implement. Discuss the success of the activity in terms of forming, organizing and controlling the plan.

After planning, preparing and serving a guest meal, evaluate the processes used in carrying out the activity. Discuss how menus were decided upon, who planned what, and how plans were organized and controlled.

In a child development lab situation, work in pairs to plan, organize and control at least one activity for the preschoolers. Evaluate efforts and summarize the process by which plans were formed, organized and controlled.

Plan, organize and carry out some type of service-oriented community project (e.g., entertaining in a nursing home, cleaning up a neighborhood, holding a story hour for neighborhood children). Evaluate the activity according to the original plans.

Prior to completing a product-oriented project (e.g., clothing, food preservation), set goals, plan and organize steps, and discuss a means of evaluating the outcome. Implement and evaluate results. Summarize the process by which plans were formed, organized and controlled.

After discussing the ways in which plans are formed, organized and controlled, take a field trip to a legislative session, city council meeting, school board meeting or planning commission meeting. Upon return, discuss procedures observed that were used in planning. Compare the techniques with those discussed before the field trip.

SUGGESTED
PROGRAM GOAL

The student will be able to relate concepts of money, time and energy to individual and family resource management.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to describe factors which determine how financial resources are used.*

LEARNING EXPERIENCES	RESOURCES
After learning about the concept of income (direct and indirect income, actual and potential income), write a short paper describing factors which contribute to various types of income. Give examples of direct and indirect income and alternatives they provide individuals and families in terms of resource use. In pairs, develop a list of factors that determine how financial resources are used. Describe factors that determine how you spend money now or factors that will determine how you will spend money in the future. Compile the lists on the board and as a class discuss variations in factors identified.	36 14
After researching advertising techniques, watch one TV commercial and describe the appeal used. Choose another appeal and write a commercial for a product using it. Compare your commercial with those of your classmates. Summarize techniques used and discuss the influence of advertising on resource use.	5 17
Brainstorm items typically purchased at specific times of the year. Discuss how time of year affects the way financial resources are used.	
Assume you have been given $10. Determine what you would buy with it. Suggest alternate ways you could get the item if you did not have the $10. Discuss the relationship between resources available and factors which affect the ways in which they are used.	
List ten things important to you and identify those which require money. Compare and contrast with other students. Discuss values as factors which influence how financial resources are used.	
Make a list of items your family purchases on a weekly, monthly and yearly basis. Indicate which are needs and which are wants. Indicate which "needs" could be reclassified as "wants" if income were reduced. Discuss how one's view of "needs" versus "wants" influences resource use.	
Research the income expenditures of various sized families. Discuss how size of family and ages of family members influences how family financial resources are used.	
Interview three males and three females in different age groups, occupations and family sizes. Find out what things they spend money for. Working in groups, make lists of common spending patterns. As a class, summarize factors which influence the ways in which financial resources are used.	
Working in groups and given several complete budgets, write case studies describing families (including size and standard of living) that could be supported by the budgets. Note assumptions made in arriving at decisions. As a class, summarize factors that determine how financial resources are used.	
Identify several unexpected financial crises which a family might face (e.g., medical emergency, fire, appliance repair or replacement, home repair, unemployment). Suggest ways a family might prepare for them (e.g., insurance, savings) as well as steps that can be taken when they actually occur.	
Generate a list of common problems related to controlling spending and, in pairs, choose three to research. Formulate appropriate solutions to them. Summarize and compare with those of your classmates.	18
Examine the cost of living in various parts of the country. Choose a location and prepare a suitable budget for a family of two, three or four. Compare with those developed by other students and discuss the effect of location on the use of financial resources.	40

SUGGESTED COURSE GOAL *The student will be able to explain the role of credit in overall financial planning.*

LEARNING EXPERIENCES	RESOURCES
Brainstorm ideas about credit. Develop a tentative definition of credit from the ideas generated. Compare with a dictionary definition and summarize the differences.	9
Given a list of terms and definitions related to credit, review them by playing *Bingo, Concentration* or *Jeopardy*.	20
After viewing the filmstrip *Teenage Credit* in *Decision Making for Consumers*, discuss factors that affect the availability of credit.	65
Invite a resource person to discuss the concept of credit, including types available, sources and eligibility. Then, select an item you would like to own (e.g., stereo, bike, car) and investigate the options available for financing it. Rank these in order of priority and report to class.	5
Invite a guest speaker from a local credit bureau to discuss the function of the credit bureau and the concepts of credit rating and credit rights. Summarize steps which can be taken to maintain a good credit rating.	
Investigate sources of loans in your community and compare in terms of security required, interest rates, payments and repayment periods allowed. Share findings in class.	
Fill out an application for credit. Discuss how you would determine whether to lend something to another person (e.g., $5, your car, a new outfit, a pencil). Make a list of factors which characterize people who are good credit risks. Compare your list with the standards used by one or more local businesses.	
Investigate the responsibilities that come with cosigning a loan. Write a short paper entitled "Why I Would (or would not) Cosign a Loan for ." As a class, share ideas. Invite a person from a local bank or loan association to discuss the pros and cons of cosigning a loan.	
Given a case study describing the purchase of a given item, compare the cost of buying the item on credit with paying cash. Identify ways in which families use credit and compare with purchases made on a "cash only" basis. Summarize the advantages and disadvantages of using credit.	81
View *Money–What It's Worth*. Discuss how life would be different if we became a "cashless" society.	145
Discuss the following "what if" questions to examine the effect of credit on our economy. What do you think would happen to the automobile industry if cars could no longer be purchased on the installment plan? Whose income would be affected if houses could not be purchased on the installment plan? What if teenagers could be issued credit cards? Summarize points made about the effect of credit on the economy.	68
Examine ways credit can be used to increase income or earning power. Given a case study, estimate the amount of money which could be earned by using credit appropriately.	
View *The Money Tree*. Discuss how the use of credit early in life can affect resource availability in later years.	153
Invite an attorney to discuss contracts. Compare various contracts, noting their characteristics (e.g., prepayment clauses). Make a list of factors to consider before signing any contract.	52
Research Oregon bankruptcy laws. Interview a representative from the Consumer Credit Counseling Bureau and summarize credit-use actions which lead to bankruptcy.	21

SUGGESTED COURSE GOAL *The student will be able to describe how planning and budgeting can be adapted to meet the needs of families and individuals with varying financial goals.*

LEARNING EXPERIENCES	RESOURCES
Define "budget" and then list several categories of a budget (e.g., housing, transportation). Discuss the advantages and disadvantages of adhering to a budget. Discuss the statement: "Budgeting is a waste of time." Summarize the discussion.	49 38
Develop an opinionnaire concerning attitudes toward money management. Include statements such as "Some people can't afford to use a budget" or "Savings should be part of a spending plan." Use it to survey members of your community to see how they feel. Summarize your findings and relate them to financial well-being.	5 21
Examine various ways of setting up a budget. Choose a style that you feel would work for you and use it to keep a record of your expenditures for two weeks. Project a new budget for the next two weeks based on what you learned. Follow it closely until the end of the month and evaluate how you did. Revise as necessary.	54
Play *The Budgeting Game*, where players take roles of family members and, through strategic thinking, bargaining and compromising, set priorities and budget a family income for a year. Evaluate the budgeting process as a way of helping family members meet their needs.	72 161
Working in small groups, select various careers and research the income earned in them. Devise a budget based on those figures. Include taxes, social security and other deductions, housing, personal care, savings, utilities, food, clothing, medical, transportation and recreation. As a class, compare needs and living standards associated with the different careers and budget breakdowns.	
In pairs, designate one person the credit counselor and the other the client. Have the credit counselor develop a list of information needed to help the client plan a realistic budget, and have the client write a description of his or her financial situation and goals. Together, develop a plan for resolving the client's problems or meeting the stated goals. Share results in a class discussion.	
Using case studies describing families with various sized incomes, develop budgets that would allow the families to reach their goals. Include family income, fixed expenses, necessary flexible expenses, emergencies and special goals. Compare your plans and summarize the differences among them.	163
Working in groups and using *Your Weekly Food Bill*, determine weekly food budgets for various sized families. Plan a week's menu for a selected family. Using newspaper food ads, compute the cost of your menus and alter, if necessary. Summarize ways food preparation can be altered to reduce costs while maintaining appeal.	56
Research the relationship between money management and marital happiness. Summarize your findings and use them to solve hypothetical marriage problems.	70
Invite a guest speaker to discuss types of savings programs available. Given individual and family case situations, decide on savings programs for each family. As a group, discuss various decisions and selected savings programs.	
Invite a speaker from a brokerage firm to discuss types of investment options available. Discuss how investments can help meet the needs of families and individuals with various financial goals.	

SUGGESTED COURSE GOAL *The student will be able to evaluate time spent in various homemaking, wage-earning and leisure-time activities.*

LEARNING EXPERIENCES	RESOURCES
Assume you have 100 hours to spend. Conduct a class auction of activities that require time (e.g., tennis, studying, babysitting). Trading is permitted after all activities have been sold. Discuss how personal preferences and goals affected decisions to purchase various time-related activities. Relate to the ways in which you spend your time.	
Interview your grandmother and your mother to find out how much time was involved in completing various household tasks (e.g., laundry, dishwashing, meal preparation, floor care) when they had small children. Compare and contrast differences and similarities in time spent on various activities and report your findings to class.	
Select five household tasks and ask several persons how long each task would take to complete. Include different ages, experience levels, and both men and women. Analyze reasons for the differences and share results in class.	
List 12 common daily activities and rate them as "fun to do," "no feeling," or "dislike." Research how one can better use time patterns to get the "disliked" items done. Implement one or more suggestions and evaluate the results. Discuss how values influence the time spent on all types of activities.	5
List daily activities under the headings of homemaking, wage earning and leisure. Indicate amount of time spent on each one. Discuss how values influence the ways we categorize our activities and the amount of time we spend on each.	
Record the amount of time each member of your family spends in homemaking, wage earning and leisure activities. Analyze according to factors such as age and family role. Report to class. Discuss how time allocation varies with age, lifestyle, occupation and family composition.	
Survey students at school to determine how leisure time is spent. Brainstorm additional ways to spend leisure time. Afterward, choose one thing you have never done or would like to do. Swap "talents" and contract to help each other with a new leisure-time activity. Discuss ways in which time spent on other activities can be reduced to provide additional time for leisure.	
Discuss whether convenience appliances have really increased leisure time for other activities. Research the topic and support your stand on the issue during a class debate. Interview five adults about whether convenience appliances have increased or decreased time spent in homemaking, wage earning or leisure-time activities. Summarize findings.	112
List recent inventions that facilitate homemaking activities. Discuss how homemakers completed the same tasks without the gadgets. Predict what this says about time-use today compared with 50 years ago. Through interviews and research, find out if homemakers actually spend less time today in household tasks than they did previously. Share findings in class.	25 112
Specify one way in which time you usually waste could be used to improve the well-being of your family. Try implementing your suggestion for a week. Report how you felt about it and how your family reacted.	
Research the time costs of a second income in the home, including the costs for all family members. Given a case study, identify factors which determine whether the added income justifies the time expenditure. Share results in class.	
Plan a menu and develop a time schedule for preparing the foods listed. Discuss how time spent in this homemaking activity would increase or decrease the amount of time available for wage earning and leisure activities. If possible, follow your plan and evaluate the results.	
Keep a record of the time it takes to complete a sewing project. Using minimum-wage figures, compute the total cost of the constructed item. Compare this item with the cost of a similar ready-made item. Evaluate in terms of cost versus time and satisfaction.	

Record how much time is spent in your home watching TV and report in class. Make a list of the ways TV time could be used to work toward meeting personal or family goals. Implement one of your suggestions and report the results in class.

Canvass the neighborhood, interview friends and parents, and look in newspapers to develop a list of jobs available for teens in your community. Choose one job you would be interested in and find out how much it pays. Compare your findings in class and discuss the possibility of using spare time to earn money to reach a goal.

Read and discuss information related to the dollar value of household work. Using this data, complete the amount of "money" you and your mother, father, brothers and sisters contribute to your family income. Compare with your classmates and discuss reasons for the differences observed. 112

SUGGESTED COURSE GOAL *The student will be able to describe how time spent in homemaking is a function of time in life, gainful employment of the homemaker, composition of the household, attitude toward household tasks and accepted standards.*

LEARNING EXPERIENCES	RESOURCES
Research various work schedules (e.g., job sharing, flexible hours, the four-day work week). Predict how these trends will affect households and families in the future.	
You are given the following situations. Your parents think the living room should be neat all the time, but you don't mind a few things scattered around. Your idea of mowing the lawn is just mowing, but your parents' idea also involves trimming. Make suggestions for solving the problems involved. Discuss the following: "Anyone can find the time to do anything, if his or her standards are low/high enough." Discuss the relationship between standards and time spent in household tasks.	4
Choose a handicap to role play for one day (e.g., tie hand behind back, use crutches or a wheelchair) and keep a diary of happenings and reactions. Discuss how handicaps affect time management in homemaking.	
Compare the cost and flavor of convenience products with products made from scratch. Give examples of how standards often change in relation to attitude and time available.	
Brainstorm activities you do your parents feel are a waste of time and activities your parents do you feel are a waste of time. Summarize factors that affect time use for different groups of people.	
Make a list of common household tasks. Survey several homemakers to determine how often they do them and how they feel about them (e.g., dislike, indifferent, like). Find out why some homemakers like some tasks better than others. Compare the frequency with which tasks are completed with the attitudes toward them. Share results in class.	10
Make a list of your responsibilities at home and report to class. Compare the responsibilities of those who have two employed parents with those who have only one employed parent. Discuss the trade-offs. (Urban and rural families could also be compared as could different sized families.)	
Interview your mother or father to find out how much time he or she spends on household tasks. Make comparisons with your classmates considering values, standards, careers, size of house and size of family. Summarize your findings.	
Invite homemakers in different life cycle stages (e.g., no children, children at home, empty nest, retirement) to discuss their homemaking habits and schedules. Include some who work outside the home and some who do not. Summarize how their time expenditures differ.	
Make a list of instances when time saving is not a major objective (e.g., taking an elderly person shopping, visiting with friends). Compare with instances where time is an important factor.	

SUGGESTED COURSE GOAL *The student will be able to identify personal managerial techniques available for facilitating time management.*

LEARNING EXPERIENCES	RESOURCES
Survey several individuals or families you know to collect time-saving tips. Review at least five popular magazines to add tips to your list. In class, compile your suggestions and develop a master list. Choose one or more from the list to implement.	
Beginning on Monday, and continuing each day for a week, take a card from a numbered stack as you enter the classroom. Keep a record of the numbers you get. At the end of the week, compare your lists to see who is usually early and late to class. Examine reasons for the findings and discuss the advantages of promptness in relation to various activities.	
Research techniques you could use to manage your time better (e.g., make lists and check off tasks; hang up an object for each task and take one down as tasks are completed; make a time schedule). Select one and use it for one week. Evaluate the effectiveness of the strategy and share results in class.	96 102
Keep a record of how you spend your time between getting out of bed in the morning and arriving at school. Evaluate and consider changes that could be made to make better use of the time (e.g., rise earlier and have time for breakfast, change method of transportation, plan family use of bathroom). Compile a list of suggestions and implement one or more.	107 101
List all activities you need to complete in one day. Rank them from most important to least important. Complete the tasks in order of importance and evaluate how you feel afterwards. Prepare a chart (using a scale of 1-10) of how you feel "energy wise" every hour of the day. Plan a revision of your activities to make optimum use of your most energetic time periods. Discuss relationships among task priorities, energy levels and goal realization.	85 87
Write a brief paragraph entitled "I Think My Main Talent Is . . . ." Write a brief paragraph about one other person entitled "I Think _____ 's Main Talent Is . . . ." Share paragraphs so that each person's talents can be used to facilitate time management in his or her own life.	
Have your parents plan a complete time schedule for you for two days and follow it. Evaluate. Discuss how a time schedule you plan differs from one planned for you.	
List the tasks related to grooming that are essential if an individual is to present a desirable appearance. Rank in terms of time required for each. Suggest ways of consolidating or eliminating tasks to save time. Implement one or more of the suggestions.	
Plan a time schedule for yourself for one week. Include at least one hour a day to do something that you totally enjoy. Implement your plan and record how time was actually spent. Compare the two timetables and evaluate how you felt about operating on a time schedule.	
Select a common chore you perform at home (e.g., washing dishes, doing laundry, mowing lawn). Indicate how much time you spend each week at it. Think of something you have always wanted to do but never could find time for. Evaluate your current time schedule and list several things you could do to make time for the activity. Discuss how much you would pay someone to do the chore for you, so you would have the time to do the desired activity. Discuss trade-offs of time and money. Implement one or more of your suggestions and share results in class.	
Make a list of the things you would like to accomplish next week, next year and during the next five years. Formulate suggestions for managing your time so you could more easily achieve these things. Compare with your classmates and add suggestions to your list.	
After viewing *Time of Your Life*, interview people you know who have busy schedules. Find out how they manage their time in order to accomplish the activities they value most. Report your findings in class and suggest ways you could implement one or more of them.	155

Keep a record of how much time you and your family spend traveling from one place to another. Develop several suggestions for reducing the time spent. Try to implement one or more of them.

Select a household task to work at for a given period of time (e.g., wash windows, sweep floor, clean range). Make a note of when you first got tired. Analyze to determine whether the fatigue was physical or psychological. Make a list of ways you can lessen fatigue.

Evaluate your home with respect to how long it takes to complete various household tasks. Suggest several things that could be done to reduce the time required to complete them (e.g., rearrange cleaning equipment and supplies). Report your findings in class and implement one or more of the suggestions.

Given a letter to Ann Landers or Dear Abby, answer it in a way that would solve the time-related problem(s) illustrated. Share letters and suggestions in class. Develop a list of techniques from the generated solutions that could be used to facilitate time management.

SUGGESTED COURSE GOAL *The student will be able to apply time management concepts to real-life situations.*

LEARNING EXPERIENCES	RESOURCES

Rearrange your schedule for three days to make time for a nutritious breakfast, lunch and dinner. In a report, evaluate your schedule and discuss how you were able to facilitate your own time management.

Plan what you will wear to school every day for one week. At the end of the week evaluate how well you were able to adhere to your plan. Discuss the advantages and disadvantages of planning in terms of time saved. Brainstorm other situations where time could be saved by planning.

Keep a log of time usage and feelings about the allotment of time for various activities. Select a task you do not enjoy and record the time involved in completing it. Try completing the task several different ways and record the time spent each way. Select the most efficient way to complete the task and indicate why you found it best.

List the chores everyone must share in the home economics department (e.g., wiping off demonstration table, cleaning refrigerator). Propose ways to get these jobs done in the most time-efficient way. Implement your suggestions.

In a child development class, schedule a period in which your objective is to save time. Develop suggestions for saving time and analyze each in terms of whether the children involved could cope with them and how much each would cost. Discuss how time management requires consideration of other factors as well.

In a parenting class, conduct an "eggsperiment." Given a raw egg, become its parent. Keep a diary of the events, time spent and reactions in keeping the egg (child) for one week. Discuss the importance of being a good manager of time when there is a child to care for. This same activity could also be carried out using a plant.

After learning about children and play activities, research techniques which can be used to manage time in a nursery school. Develop a time schedule for a nursery school session and implement. Evaluate your plan and suggest changes you would make if you were to use it again.

In a foods class, plan a tea or another event emphasizing time management principles. Implement your plans and evaluate.

As a class, observe a student completing a simple task, such as washing the dishes. Make a list of ways time could have been saved while completing the task. Share ideas and have another student implement the suggestions.

Given a drawing of your kitchen unit at school and templates of all the equipment found in it, place the equipment where you feel it would be easiest to use. Discuss principles of storage you used in arranging your kitchen. Check your kitchen unit to see how the actual arrangement compares with your placement. Discuss how proper storage relates to time use.

For a given foods lab, list all tasks that need to be completed. Estimate the time needed for each task and assign the jobs to individuals in your lab group. On the day of the lab, have one lab group member record the time spent in completing each task. Compare with the schedule estimates and discuss how time use could have been improved.

Plan a foods lab by making a list of five details each person is expected to perform (e.g., set table, cream–blend–butter and sugar, wash dishes). Give each person $5 in pretend money. During the lab you may either complete your assigned tasks or pay someone else $1 to complete each of your tasks. At the end of the lab you may use what money you have left to buy the product prepared. Discuss the potential trade-offs (e.g., time, energy, money) that were involved in the experiment.

Working in groups in a sewing lab, plan a new arrangement for machines, supplies and other items to improve efficiency. Justify the arrangement. If possible, try out your plan for a time and evaluate.

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Before beginning a sewing project, list all the steps you will need to complete the project and place them on a timeline. Use the timeline to check your progress and alter your activity as needed. Think of other situations in which use of a timeline would be helpful.

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SUGGESTED COURSE GOAL *The student will be able to describe various types of energy.*

LEARNING EXPERIENCES	RESOURCES
Observe your surroundings for a day. Make a list of all the examples of energy use you saw. Compare your lists and explain examples.	99
Brainstorm various types of available energy. Collect newspaper articles dealing with use of various types and find pictures illustrating those uses. Create a bulletin board for future reference.	
View *The Energy Dilemma, Energy a First Film, Give Earth a Chance, Man Builds, Man Destroys* or *The Energy Crisis.* Identify the types of energy discussed and summarize their characteristics.	152 153
Play *Bingo* or *Password* using energy terms found in the *Family Energy Watch Calendar* or other energy tip pamphlets.	125 143 168 47
Make a list of the types of nonhuman energy you use in your home. Imagine those forms were no longer available. Brainstorm types of energy that could be used as replacements. Share examples in class.	53
Invite a speaker to discuss body biorhythms. Determine your own biorhythm pattern and compare with your classmates. Discuss possible implications for biorhythms.	
Research an innovative source of energy (e.g., methane from chicken manure, treated garbage, solar power, tidal power, electric cars). Report your findings in class. Speculate about whether these forms of energy will ever be used on a widespread basis and the potential effects of each.	
After learning about the characteristics of various types of nonhuman energy, research the advantages and disadvantages of each. Working in groups, select one form of energy and discuss how its use would affect family resource management. Write a short description of the impact, explaining how a family would need to adapt to the new energy use. Answer the question: Would the use of this energy require an increase or decrease in human energy expenditures? Share in class and compare.	5 10

SUGGESTED COURSE GOAL *The student will be able to analyze work situations and the human energy costs of tasks to determine how work can be simplified.*

LEARNING EXPERIENCES	RESOURCES

Discuss the relationship between "time use" and "work simplification." Determine whether the two are always compatible. Give examples to justify your feelings.

After learning about calorie expenditures involved in various types of activities, keep a record of your activities for a 24-hour period. Calculate the amount of energy expended. Make a list of those activities which could be eliminated or simplified when conservation of human energy is needed.

Select any room in your home and develop a plan for rearranging items so they are at the point of first use. Implement and evaluate the results of the change. Report your findings in class. Discuss whether "point of first use" is always the best arrangement.

Select various types of homemaking tasks or activities such as ironing or doing the dishes. Illustrate through role playing how body posture affects the amount of human energy required to perform each task. Select the most efficient postures and practice using them while performing these tasks at home.

Have your mother or father observe while you perform a task such as cleaning your room, mowing the lawn, baking a cake or washing the dishes. Have either suggest ways you could improve your use of time and energy. Compare your findings in class. Implement one or more of the suggestions given.

Prepare a peanut butter sandwich while sitting in a chair facing a counter without a breadboard. Now perform the task using another method of your choice. Compare the two by considering feelings, fatigue, comfort and ease of motion. Discuss ways of simplifying common tasks. Practice using what you learned at home and at school.

After learning about kitchen work triangles and principles of storage, make a drawing of the work triangle in your kitchen at home. While preparing a meal, keep track of your movements. Suggest ways equipment could be rearranged to make meal preparation more efficient. Share findings in class. Implement the changes, if possible. Carry out the same kitchen experiment at school.

During one or more lab situations, take turns observing each other work. As you watch, jot down ways in which tasks could be simplified. As a class, summarize your suggestions and implement them when possible. 5

Working in groups, list all of the ways in which biscuits could be prepared (e.g., from scratch, biscuit mix, refrigerated). Discuss the time and energy costs of each method. List the factors that would be involved in a decision to choose one method over the others. Repeat the exercise using another food product and compare your findings.

During a foods lab, videotape kitchen teams as they complete their tasks. Review the tape and identify unnecessary or inefficient practices which could be eliminated to reduce energy expended. Use this new knowledge during future labs.

SUGGESTED COURSE GOAL *The student will be able to assess the energy consumption and environmental impact of various types of products and appliances.*

LEARNING EXPERIENCES	RESOURCES
View *Energy–A Matter of Choices* to become familiar with energy alternatives. Invite a speaker from an environmentalist group to present information on energy use and conservation. Clip articles in current newspapers and magazines and compare with information presented in the film and by the speaker. Summarize differences observed in descriptions of the impact of various types of products and appliances.	124
Learn to read an electric meter. Keep track of the number of hours various electrical appliances are used in your home (e.g., TV, radio, dryer). Figure the cost of the energy consumed. If possible, record electrical usage during a period of peak energy consumption and during a period of low energy consumption. Compare and determine what accounted for the differences.	
Invite a guest speaker from an electric utility company to discuss the energy consumption of new, small appliances on the market (e.g., hot dogger, fry baby, egg cooker). Evaluate the worth of each in terms of energy consumption and environmental impact, and determine whether you would purchase it.	51
While watching TV, note commercials that advertise products as "energy savers." Select one product to research and determine whether the claim is valid. You may need to write the companies for claim substantiation. Determine whether you would purchase the product and tell why.	27
After researching the energy consumption of common appliances, make a list of all the energy-consuming products and appliances at school or in your home. Rank them according to the amount of energy each uses. Decide which you could do without. Calculate the energy savings that would result and discuss how the functions of these products and appliances would be replaced.	
Select a piece of energy-related legislation that has recently been passed and research its impact on the environment. In small groups, design a bill which would have a positive energy impact and submit it to the appropriate governmental representative. Keep track of the bill your group submitted.	
Conduct a survey of homemakers who have small children to find out how many use or have used disposable diapers in place of cloth diapers. Research the energy cost of using each type (e.g., production of disposable versus washing of cloth). Discuss your findings and determine which is best. Relate to your survey findings.	
Invite a building supply salesperson to discuss the energy-related characteristics of various building materials. Summarize findings related to cost of production, energy savings provided and energy use required. Select one building material you would use if you were building a home and tell why.	
Collect several containers used to package food in fast-food restaurants. Analyze each in terms of whether it can be recycled. Discuss strategies that could be taken to encourage restaurants to use resource-conserving containers and to otherwise conserve human and nonhuman resources.	
As a class, compare conventional and microwave ovens. Analyze each in terms of time involved in preparing foods, energy usage and quality of products.	

SUGGESTED COURSE GOAL *The student will be able to formulate guidelines for conserving nonhuman energy.*

LEARNING EXPERIENCES	RESOURCES
After brainstorming typical household tasks such as cooking, sewing and cleaning, select one and write a description of a typical way in which it is completed. Devise a strategy for carrying it out using less nonhuman energy. Share ideas in class.	
Find and read one article in a book, magazine or pamphlet that deals with energy conservation. Write a short critique on the usability of the conservation technique(s). Tell whether you would use the techniques discussed in your own home and why. Share with your classmates.	
View *Energy and Your Future Environment* or *Conservation: To Save Our Environment.* Discuss the techniques presented for conserving energy and formulate a general list of guidelines which can be used for future action.	66 121
Invite a panel of guest speakers from various utility companies to discuss energy conservation strategies. Summarize what you learned and prepare a school display illustrating the findings.	
Collect energy-saving tips from various sources (e.g., Extension Service, Oregon Energy Conservation and Allocation Office, utility companies). Survey members of your community to determine how often the tips are used and how people feel about them. Categorize the tips as "easy" or "difficult" to implement. Using this information, make a list of ways to implement the suggestions.	
Brainstorm guidelines for conserving energy. Develop reminders to take home to post in appropriate areas (e.g., over light switches: "Please switch off as you leave"; on the mixer: "Wouldn't it be just as easy to do by hand?"). Design a pamphlet illustrating energy conservation techniques. Distribute throughout your school and community.	
Invite a speaker from the State Consumer Protection Agency to discuss ways to identify products, appliances and services which are energy efficient. Visit an appliance dealer to learn about the use of energy efficiency tags. Summarize the information provided by the tags.	
Make a list of labor-saving devices used in your home. Star those you feel are unnecessary and tell why. Be sure to consider time, energy, money and satisfaction involved in their use. Compare your feelings with those of your classmates. Make a master list of unnecessary energy eaters and develop a list of alternatives to using them.	
At 5:30 p.m., go through every room of your home and make a list of each piece of electrical equipment in use. Do the same thing before you go to bed and when you get up in the morning. Determine which of these uses were unnecessary. Report in class and formulate guidelines for energy conservation based on your findings.	
Invite a person from your local power company to discuss the steps involved in a home energy analysis. Formulate guidelines that could be used to reduce the home electric/gas bill by 10, 20 and 50 percent. Discuss the impact of each of the three reduction levels on family life. Implement appropriate guidelines, if possible.	
Take a field trip to a grocery store and observe the ways in which various food items are packaged. Determine which packages can be recycled. Summarize your findings and suggest alternative methods of packaging. Forward your suggestions to the appropriate food manufacturing or distributing companies.	
Interview owners or managers of several local businesses to determine what they are doing to conserve energy. Summarize your findings and make suggestions for improvement. Submit your suggestions to businesses in the community or write a letter to the editor describing suggested changes.	
Invite an automobile mechanic to discuss factors that affect auto performance and gasoline consumption (e.g., driving habits, tune-ups). Visit several auto dealers to find out about mileage ratings of various auto makes and models. Formulate general guidelines for purchase and use of automobiles based on your findings.	

Invite a speaker from the public works department to discuss the energy required to process waste (e.g., garbage collection and disposal). Make a list of ways this energy consumption could be reduced and implement your suggestions at school or at home.

Collect pictures illustrating various world housing conditions and discuss the energy-related aspects of each. Determine whether any energy conservation techniques are evident elsewhere that might be used to good advantage in our country. Make a list of them to share with members of the community.

Organize an energy conservation contest in the home economics department. After each class has submitted an energy conservation plan, have the student body vote on the best. Organize and implement a campaign based on the winning suggestions. Follow up by planning, organizing and implementing a school energy fair. Arrange to have exhibits, speakers and cold lunches. Afterward, evaluate to determine the effect on the school and community.

SUGGESTED COURSE GOAL *The student will be able to apply concepts of human and nonhuman energy management to real-life situations.*

LEARNING EXPERIENCES	RESOURCES
Write a short paper describing how energetic you feel at various times of the day. Determine whether there is a pattern in relation to the pleasantness of the tasks you perform. Based on your findings, develop a schedule for spacing pleasant and unpleasant tasks. Implement and report the results. As a class, formulate guidelines for balancing pleasant and unpleasant activities to conserve energy.	
Invite an efficiency expert (e.g., someone engaged in industrial evaluation) to discuss methods of conserving human and nonhuman energy. Relate to safety precautions and implement during future lab classes.	
Inventory your personal energy use by calculating such things as the amount of water, electricity, gasoline and paper you use in a day. Make suggestions for reducing your personal energy consumption and implement as many as possible. After one week report your results.	116 47
After beginning a foods lab, shut off all the power supplies. Finish the lab using alternate sources of energy. Discuss what you could do at home if a power outage occurred for a short or a long period of time. Relate to methods that can be used to prevent power blackouts.	
After researching the energy efficiency of various small appliances, plan a meal which could be prepared using only one. Compute the energy cost of your meal and compare with those planned by your classmates. Select the least expensive and prepare in class.	
Using various cookbooks, plan low energy-use meals for your family for one week. Compare your plans and summarize the techniques incorporated (e.g., quantity preparation, one-dish meals, cold meals). Share results in class and implement one or more of your plans, if possible.	
Develop plans for a class picnic using the following objectives: spend as little money as possible; use as little energy as possible; pollute the environment as little as possible; and, spend as much time outdoors as possible. Be sure to consider mode of travel, cooking fuel, food spoilage, packaging, campsite set-up and picnic activities. Implement your plans and evaluate their success.	
After researching concepts of human energy management (e.g., storing [illegible] at place of first use, dovetailing activities), develop plans for reorganizing the home economics room to improve the efficiency with which it can be used. Compare your plans and select the best. Submit a proposal to your principal for the needed changes.	
Research the insulation properties of various types of clothing. Plan a wardrobe which would be appropriate for a given household temperature (e.g., 68^{o}, 60^{o}). Discuss modifications that could be made in existing wardrobes to meet these needs. Develop plans to alter your own wardrobe accordingly.	
Make a list of common household tasks. Research each to determine how to complete it in the most efficient manner (e.g., while dusting, using both hands at the same time). Practice using what you learned at home and report the results in class.	4
Invite a panel of parents to discuss techniques they use to conserve energy while caring for young children. Develop and present an energy plan to a young homemaker based on what you learned.	
View *Energy: Use it Wisely Around the Home* and discuss the energy conservation techniques presented. Research additional energy conservation techniques and develop a checklist which could be used to evaluate home energy use. Draw a diagram of your home and use the checklist to determine the energy efficiency of each room. Develop a list of suggestions for improving energy use based on your findings. Implement as many as possible.	162 46
Given an energy allocation (e.g., 800 kilowatt hours) and using a table listing the average kilowatt hours consumed by various electrical appliances, develop an energy budget for one month. Discuss why you budgeted your energy as you did and summarize the techniques you planned to use to conserve your energy.	

Invite a speaker from the Extension Service to discuss gardening techniques. Ask him or her for energy-saving suggestions. Summarize and implement one or more of them while gardening at home.

Keep a record of your family's automobile use for one week including trips made and gasoline used. Evaluate in terms of the number of trips that could have been avoided or combined. Develop a list of suggestions to improve your auto energy use and enlist your family's support in implementing them. Share results, in terms of energy saved, with the class.

Determine whether your community has any recycling centers and visit one, if possible. Find out how it operates and what effect it has on community energy consumption. Plan and implement a recycling project based on what you learned.

SUGGESTED
PROGRAM GOAL

The student will be able to use appropriate tools and techniques to deal with management concerns facing special groups of families and individuals.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to describe problems young people and beginning families encounter in allocation of time, money and energy.*

LEARNING EXPERIENCES	RESOURCES
Working in small groups, construct bulletin boards which show how young people use time, money and energy. Use the bulletin boards as springboards for discussing similarities and differences among the ways young people use various resources.	
Think of an example when your time allocation conflicted with your family's (e.g., wanting to go to a friend's house on Sunday when the rest of the family always goes to church). Do the same with energy and money. Share examples and suggest ways these conflicts can be resolved.	
As a class, devise a questionnaire and use it to interview a young couple, a beginning family, and a new parent or parents concerning problems encountered in the use of their time, energy or money. Working in groups, combine your findings, keeping track of how many times specific problems are mentioned. Place your lists on the blackboard and discuss examples of the identified problems. Select one or more to research and propose possible solutions. Share with the class.	115
Discuss traditional versus nontraditional roles of men and women as they relate to the performance of household tasks. Identify advantages and disadvantages of sharing these tasks. Using case studies depicting situations in which both male and female partners work, discuss feelings about the distribution of household chores and responsibilities.	
Identify typical time, energy and money problems of beginning families. Using case studies, identify the nature of conflicts which emerge. Formulate suggestions for dealing with conflicts that frequently arise over issues related to the use of time, money and energy.	
After viewing *The Consumer Game,* survey 25 students to determine how much money they earn or receive, where it comes from, how it is spent, and attitudes related to its acquisition and distribution. Summarize your findings and make some generalizations about the money management concerns of young people.	3 122
View one or more filmstrips depicting the role of young people as consumers. Identify alternative ways people allocate money. Compare and contrast the way you would allocate various resources with the ways they were allocated in the filmstrip(s).	11 165
Develop and enact a satire based on young people's need to buy, buy, buy. Discuss the problem of money use as it relates to wants and needs.	171
Working in pairs and assuming you are a young couple who has inherited $5,000, draw several cards (from categories with separate cards) which define your family situation (e.g., children/no children/number of children; renting/buying/building; car payment/no car payment; both working/one working/neither working). Decide how you would spend your money and formulate justifications for your decisions. As a class, discuss problems encountered in making decisions about money. Based on what you learned, identify your personal attitudes about money and the attitudes you would like a spouse to have. Identify and share strategies couples can use to deal with differences which arise over the use of money.	8
Research ways time, money and energy are allocated in another culture (e.g., foreign country or subculture in the U.S.). Compare and contrast your findings and summarize those which might also be useful in your own culture.	

SUGGESTED COURSE GOAL *The student will be able to describe sources of aid available to young people and beginning families in need of additional resources.*

LEARNING EXPERIENCES	RESOURCES

Identify problems of young people and beginning families that contribute to a need for outside help. Select one problem and, using newspapers, pamphlets, and periodicals, locate sources of aid available to persons with that problem. Share your findings in class.

Survey the community for agencies and services available to young people and beginning families. Develop a directory of the services and make it available to interested persons.

Invite a series of guest speakers or have a panel discussion with representation from several sources of aid. These might include:

A minister to discuss counseling services provided and strategies for dealing with problems young people and beginning families encounter.	
A marriage counselor to discuss major problems young couples face and the types of assistance available.	
An extension worker to discuss programs and materials available to young individuals and beginning families.	
A doctor or children's services representative to discuss child abuse and ways it can be prevented.	
Parents to discuss the ways they can or have helped young people and beginning families.	
An employment agency representative to discuss job training and job opportunities available for young people.	
A representative from the county mental health association to discuss aid available for individuals and families who are encountering problems in coping with daily living patterns.	131
A representative from social security or vocational rehabilitation to discuss aid or rehabilitation services available when temporary or total disability strikes an individual or parent.	159
A community college representative to discuss courses offered to aid persons in managing a home and family.	120
An insurance representative to provide information about types of insurance available, the nature of the protection and the part insurance should play in personal financial planning.	160
A bank or loan officer to discuss the use of credit, buying a home, financing a car and bankruptcy laws.	156

SUGGESTED COURSE GOAL *The student will be able to evaluate the time, energy and money costs of having and raising children.*

LEARNING EXPERIENCES	RESOURCES
Research the time, money and energy costs of having and raising children. Develop questions based on what you learned and pose them to a group of parents, social workers and doctors. Summarize your findings. Set up family case situations and suggest solutions to problems posed. Discuss the concept of quality versus quantity as it relates to time, money and energy spent in raising children.	
Interview parents of preschool, school-age and college-age children and those whose children are now permanently away from home regarding time and energy involved in raising children. Solicit responses as to how the cost of time and energy affected the parents' lives. Summarize your findings and present in class.	
Invite a panel of homemakers who have different aged children to discuss the time, energy and money factors involved in having and raising children. Ask questions about problems encountered, including child care. Summarize your findings.	
Invite a doctor and a midwife to discuss the issue of having a baby at home versus having the baby delivered in a hospital. Ask questions related to time, energy, money, safety and personal considerations for each alternative. Summarize issues presented.	
Working in two groups, discuss the topic: "Teenage parents have/do not have enough time, energy and money to have and raise children." Afterward, invite teenage parents to class to discuss the same issues. Summarize the main points presented.	
In small groups, plan a week's menu for an infant, a seven-year-old, a teenager and a young adult. Prepare a grocery list and price the items. Compare costs. Share menus and costs and summarize the differences between the needs of the various age groups.	
Invite a person from a social service agency to discuss the cost of foster care and the money and energy costs of raising a handicapped child. Select and read a nonfiction story about disadvantaged or handicapped children (e.g., *Dibs–In Search of Self, Circle of Children*). Write a paper describing the problems often encountered in raising a "special" child. Share your papers in class.	2 19
Research the average cost of tuition at various post-secondary schools in your area. Project these costs ten years into the future. Invite an insurance agent to discuss insurance policies which can be used to assure an education for children should one or both parents die. Summarize your findings and predict the insurance needs for a one-year-old, five-year-old and 15-year-old child.	
View *Israeli Boy: Life on a Kibbutz*. Follow with a discussion concerning Israelis' solution to time, energy and money management problems in raising children. Identify ideas that can be adapted to our culture or way of life. Summarize.	139

SUGGESTED COURSE GOAL *The student will be able to describe the developmental and adaptive tasks facing the elderly.*

LEARNING EXPERIENCES	RESOURCES
Collect pictures, newspaper articles and comics dealing with the elderly. Identify characteristics of these persons and post on a bulletin board. Use as springboard for brainstorming developmental and adaptive tasks which face the elderly.	
View *Peege* or *How Would You Like to Be Old?* Develop a summary list of developmental and adaptive tasks facing the elderly.	146 164
Read a recent report to the President from the U.S. Council on Aging. Identify national concerns related to the developmental and adaptive tasks facing the elderly. Select one and determine what is being done about it. Share your findings in class.	
Invite a person who works in geriatrics to discuss developmental and adaptive needs of the elderly. Then, interview an elderly person or invite a panel of older citizens to discuss the mental and physical changes they have undergone over the years. Compare and contrast the differences presented.	
Tour a nursing home or multi-care facility and have the director discuss the abilities of elderly persons, their needs and their potential for contributing to society. Summarize what you learned.	
Adopt one or more elderly persons and carry out tasks for them they find difficult (e.g., run errands, read aloud). Keep an account of activities and observations. Identify various needs of elderly persons by sharing experiences in class.	
Devote at least two hours to an elderly person (e.g., grandparent, person in a nursing home). Make a note of your feelings, special developmental and adaptive tasks you noticed (e.g., different eating habits, walking with a cane, less energy), and the exchange of ideas which occurred. Share your experiences in class.	

SUGGESTED COURSE GOAL *The student will be able to describe the relationship between retirement planning and resource availability in the later years.*

LEARNING EXPERIENCES	RESOURCES

Invite a panel of women (e.g., widow who must manage on social security, an unmarried professional, a divorced woman with children) to discuss retirement plans and expectations. Summarize similarities and differences observed.

Interview families at different stages of the life cycle to identify the relationship between retirement planning and resource availability. Note attitude differences between a young beginning family, a middle-age family approaching retirement and a family that is already retired. Draw conclusions about the perceptions regarding retirement planning at various stages of the life cycle.

Invite a panel of retired persons to discuss prior retirement planning and current resource availability during the retirement years. Summarize what you learned.

Invite a representative from a retirement community to speak about the facilities provided as well as the costs involved. Discuss the need for retirement planning in relation to what you learned.

Invite a speaker from your local social security office to discuss the social security system as a basis for retirement planning. Summarize your findings.

Working in groups of three to five, research the different types of retirement plans available (e.g., investments, annuities, life insurance, professional group retirement plans, bank savings). Identify the advantages and disadvantages of each. Given a situation and a budget, select a chosen retirement plan. Defend your decisions in class.

Discuss the disadvantages of a fixed income. In a foods class, estimate a weekly food budget for a 60-year-old couple. Using Consumer Price Index increases, project what that same food would cost in ten years (at age 70). Plan a week's menu using newspaper ads. Adjust the budget to save $12.50. Discuss the significance of retirement planning from the standpoint of nutrition. 56

Given a case situation, figure the amount of money a person would receive in social security income. Using that as the only source of funds, prepare a budget for an elderly person. Invite speakers from various social service agencies to discuss the gaps which often occur between social security income and actual needs. Discuss the need for comprehensive retirement planning.

Identify and research laws and programs designed to provide financial aid to older citizens (e.g., property tax relief, special rates for certain services). Summarize your findings and relate to resource availability during the retirement years. As a follow-up, discuss: "The government should have the right to sell an elderly person's estate in order to pay for required nursing home care."

In pairs, research how other countries plan for the retirement of their citizens. Compare and contrast with your own country.

SUGGESTED COURSE GOAL *The student will be able to describe the special physical, health, food, housing and social problems many of the elderly face.*

LEARNING EXPERIENCES	RESOURCES

Write a paper entitled "Why My Grandfather (or Grandmother) Is Special." "Special" has two definitions in this paper: physical needs (e.g., diet, health concerns) and emotional needs. Share your papers in class.

Working in groups, research the physical, health, food, housing and social problems faced by the elderly. Based on your findings, develop a chart identifying these special needs. Post on the bulletin board for future reference.

Using census figures, identify the percent of the population over 65 in your community and state. Interview several persons who retired against their will at 65. Summarize the problems or joys retirement created. Share information in class.

Experience physical handicaps common to elderly persons (e.g., taped fingers for arthritis). Discuss feelings associated with experiencing the various handicaps.

View *The Right to Die, Parts I & II.* Discuss the cost and emotional problems related to prolonged care. 154

Invite a beautician to discuss the special grooming needs of the elderly. Ask about the problems involved and ways of solving them (e.g., applying makeup when eyesight is failing, taking a bath or shower, dressing when confined to a wheelchair). Summarize and discuss the willingness of older persons to adapt to change.

Identify ways elderly persons contribute to the community (e.g., RSVP, Foster Grandparents, SCORE). Discuss how these contributions ease the social problems of the elderly, especially the need for interpersonal relationships and friendship.

Discuss the following issues in terms of the social needs of the elderly: the elderly should live in retirement or senior citizen estates; the elderly should live in communities representing all age groups. Summarize.

Invite a dietician to discuss the special dietary needs of elderly persons. Survey elderly persons to identify their favorite foods. Follow up by visiting a grocery store to observe the elderly purchasing food. Compare food likes and purchasing practices with actual needs. Develop suggestions for initiating desirable changes and implement one or more, if possible.

Plan daily menus for senior citizens with different needs (e.g., a healthy 65-year-old couple who travel a lot; a diabetic man of 70; people with dentures; a 62-year-old man with heart problems; a 65-year-old woman with ulcers). Share your work in class and summarize the ways in which various needs were met. 48

Volunteer to deliver food to the elderly through the Meals on Wheels program. Note special needs of the elderly observed. Share your experiences in class.

Tour a nursing home, other health care facility or a housing project for the elderly. Identify the special physical features incorporated (e.g., wide doorways to accommodate wheelchairs, grab bars, handrails, ramps). Based on what you learned, brainstorm ideas that could be used to make new or existing senior estate housing developments meet the physical needs of the elderly inhabitants. Forward your suggestions to the appropriate persons or agencies.

Observe the elderly at different locations (e.g., grocery store, restaurant, on the bus, walking down the street), taking note of their special clothing needs. Summarize your observations and develop suggestions relating to how these needs could better be met.

After studying the special needs of the elderly, list things one could do to aid an elderly person. Choose one activity and carry it out. Evaluate in writing and report your findings in class.

Plan, organize and stage a function for the elderly at a local senior citizen center or nursing home. When planning, consider physical, health, food and social problems that may be encountered. Make provisions for each. Evaluate ways in which special needs were and were not accounted for at the function.

SUGGESTED COURSE GOAL *The student will be able to identify resources available to help the elderly.*

LEARNING EXPERIENCES	RESOURCES

Using magazines, newspapers, pamphlets and telephone books, identify federal, state and local agencies that aid elderly persons. Summarize the services of each. Make a composite list and post in nursing homes or distribute to interested persons.

Invite a panel of professionals and paraprofessionals who work with the elderly (e.g., health worker, welfare worker, nursing home administrator, physician, senior citizen activity center director) to discuss the needs of elderly persons as well as services and resources available. Summarize your findings.

Research special community services for the elderly (e.g., special bus routes, Dial-A-Ride, special prices, Meals on Wheels). Record findings on a handout to share with others or write a related article for the local paper. Then, as a class project, arrange for a guest panel to speak to elderly persons in the community about organizations (e.g., Grey Panther) and services designed to help them.

Take a field trip to a local senior citizen activity center. Tour the facility and identify the activities and services offered. If possible, visit a nursing home and compare with the activity center.

Survey the community to identify social activities available for the elderly. Include those specifically designed for the elderly as well as others offered to the elderly at reduced rates. Summarize your findings and share with one or more elderly persons you know.

Assume that you are 70 years old. Write a paper telling about yourself. Describe the resources you would use and share with your classmates. Interview a person older than 70 if you can. Compare your thoughts and theirs. Share in a class discussion.

Interview an elderly citizen or visit a nursing home and talk to patients about their needs and the resources they use. Find out what types of resources, services and facilities could be of more use. Tally your findings. Invite state or local political representatives to discuss current legislation related to meeting the needs of the elderly. Evaluate what is being done and write a letter to the appropriate government representative describing what more you feel needs to be done.

SUGGESTED COURSE GOAL *The student will be able to identify the developmental and adaptive tasks the handicapped face.*

LEARNING EXPERIENCES	RESOURCES
Compile definitions of "handicapped." View *A Day in the Life of Bonnie Consolo* or *Being* and list tasks facing people with various handicaps. Brainstorm ways of adapting to or overcoming the problems involved.	117 119
To become familiar with the developmental and adaptive tasks which face handicapped persons, complete one or more of the following activities. (1) Invite a panel of professionals or paraprofessionals who work with handicapped individuals to describe the special problems these persons face. Summarize your findings. (2) Observe handicapped persons in your school or neighborhood to become aware of the tasks facing them. Compile a list from your observations. (3) Invite one person who has been handicapped from birth and one who acquired a handicap later in life to discuss tasks they face and ways they cope with their handicaps. Summarize what you learned.	
Interview parents of handicapped children to discover the tasks facing both the children and the families. As a class, discuss feelings parents and families have when a child is born with a handicap or when a child acquires a handicap later in life. Summarize tasks facing children with various handicaps and tasks facing parents of handicapped children.	
Read *The Story of My Life* and make a list of the developmental and adaptive tasks Helen Keller faced. Compare the tasks faced by the blind with those faced by other handicapped people.	16
List simple tasks (e.g., dishwashing, setting the table, dusting) that need to be performed in the home economics department. Choose a specific handicap and simulate it in some way while performing the identified tasks (e.g., blindfold for total blindness, ear plugs for deafness, arm wrapped for broken arm, wheelchair for paralysis). Discuss feelings after attempting the tasks, problems encountered and various ways of solving them.	
Investigate the facilities and educational programs provided for handicapped students in your school district. Invite a school official or teacher of handicapped students to describe the special problems the handicapped face and the steps taken to alleviate them. Summarize your findings.	
Invite a person in a wheelchair to visit your class and participate in a foods lab, or a blind student in a sewing lab, or a deaf person in a family life class. Note how tasks must be adapted to meet their special needs. Identify changes that might need to be made in each of the home economics rooms in order to accommodate students who were blind, deaf, in a wheelchair or who possessed some other handicap. Forward your suggestions to the appropriate school official(s).	
Visit and examine local shopping facilities. Talk with managers about arrangements made for assisting the handicapped. As a class, design additional physical features which could be incorporated in the shopping areas to enable handicapped persons to be self-sufficient. Forward your suggestions to the appropriate persons.	
Visit a facility for handicapped people (e.g., Oregon School for the Blind, Oregon School for the Deaf, Fairview Hospital and Training Center). Identify ways in which the facility and the staff work to meet the needs of the handicapped. Summarize your observations in a class discussion.	

SUGGESTED COURSE GOAL *The student will be able to describe the special factors related to time, energy and money management that are of concern to the handicapped.*

LEARNING EXPERIENCES	RESOURCES

Brainstorm a list of handicaps. Clip news articles about them and post on the bulletin board. Identify one handicap to research and focus on the time, energy and money management problems associated with it. Share your findings in class.

On successive days, invite a blind person, a deaf person and other physically handicapped person to discuss the time, energy and money management problems they deal with. Find out about the strategies they use to deal with them and summarize your findings.

Select one activity you like to do. Research ways you would have to change that activity if you were blind, deaf, mentally retarded, confined to a bed or wheelchair, or required to use crutches. Identify special time and energy factors which would be of concern. Share findings in class.

Examine the budgets of several handicapped persons to determine how their expenses differ from those of nonhandicapped persons. Research the cost of equipment, physician's care, medicine, hospitalization and institutional care. Relate costs to budget preparation.

Research public and private sources of disability income. Identify the advantages and disadvantages of carrying private disability insurance. Research current laws related to public disability income and take a position on them. Communicate your feelings to an appropriate legislator.

After identifying special equipment needs of handicapped individuals and investigating the cost of the equipment, brainstorm alternatives to purchasing it. Relate equipment needs to money management concerns of the handicapped.

Complete a foods lab and keep track of the time involved in completing the necessary tasks. Repeat the lab while assuming some handicap (e.g., blindfolded, in a wheelchair, on crutches). Note differences in time and energy needed to complete specific tasks. As a class, discuss differences in the two labs.

SUGGESTED COURSE GOAL *The student will be able to describe ways household tasks can be simplified for handicapped individuals and families.*

LEARNING EXPERIENCES	RESOURCES

Identify various household tasks and select one to perform blindfolded. Identify ways to simplify the selected task so a blind person could perform it. Do the same for other handicaps, identifying difficulties encountered and ways of alleviating them. Discuss how standards may have to change in each case.

Interview several handicapped persons and develop a list of household tasks they have difficulty with. Brainstorm ways to reduce these difficulties and research additional ways using newspapers, magazines and pamphlets. Develop a handout or brochure describing ways tasks can be simplified by individuals with various handicaps.

Interview school personnel who work with handicapped students (e.g., curriculum director, special education teacher, reading teacher, shop teacher, home economics teacher). Ask how daily tasks can be simplified for the handicapped, both at home and at school. Share ideas gathered from the various sources.

Brainstorm ways individual responsibilities may differ in a family with a handicapped homemaker. Role play a situation in which a homemaker is blind, deaf or crippled (e.g., wash dishes, make bed). Discuss how a nonhandicapped person can be of assistance without completely taking over the tasks or making handicapped persons feel inadequate.

Invite a local builder, contractor or real estate agent to discuss special considerations in building or remodeling a home for a handicapped person. Find out about provisions made for housing handicapped persons in the community. Summarize and evaluate the degree to which these provisions simplify household tasks for the handicapped.

Write a paper entitled, "If someone in our family suddenly became . . . (e.g., deaf, blind, crippled) the following changes would need to be made around our house . . . ." Share papers in class and explain how the described changes would be of assistance.

In a housing course, design a three-room apartment especially for a physically handicapped person or draw a floor plan of a home especially designed for a person with some type of handicap. Designs are to conform to state building codes related to ramps, corridor widths and grab bars. Be sure also to consider lighting, entry ways and height of storage. Share ideas in class and evaluate the ways they may simplify tasks for the handicapped.

During a discussion of storage in the home, consider the special needs of the handicapped. Proceed in a round robin fashion, where each student has an opportunity to think of a way to adapt storage to meet the needs of the handicapped (e.g., things must be placed in an orderly way for the blind, stored in low cupboards for persons confined to wheelchairs). Summarize your ideas.

Identify a handicap. In pairs and using available resources, appropriately equip a kitchen considering ease of use and care. Share ideas in class and summarize ways of helping homemakers simplify household tasks.

Invite a therapy specialist to demonstrate the use of special tools developed for the handicapped. Invent a piece of equipment for use by handicapped person (e.g., potato peeler for a person with no hands, meat thermometer for a blind person, telephone or doorbell indicator for a deaf person). Share your ideas and summarize types of equipment which can be used to assist persons with various handicaps.

SUGGESTED COURSE GOAL *The student will be able to identify resources available to help the handicapped.*

LEARNING EXPERIENCES	RESOURCES

Brainstorm resources available to help the handicapped and list them on the board under the headings of local, state and national. Choose one resource to research and report your findings in class.

Invite a guest speaker from a local community service organization to discuss local help available to the handicapped (e.g., glasses, braces for high school students). Identify one handicap and locate at least one source of assistance available in your community.

Contact the state Future Homemakers of America office for information regarding resources and programs available to assist the handicapped. Summarize what you learned and describe how that knowledge might be used in the future.

Invite a guest speaker from the Veterans Administration, Department of Equal Opportunity, or other employment-related organization to discuss job training opportunities for the handicapped. Identify job possibilities in your own community.

SUGGESTED
PROGRAM GOAL

The student will be able to evaluate career and training opportunities available in resource management.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to describe the relationship between economic trends and employment opportunities in resource management.*

LEARNING EXPERIENCES	RESOURCES
Become familiar with the concepts of work and leisure by using the kit *Career Development: Education for Living.* Listen to quotes about work (e.g., John Ruskin's "In order that people may be happy in their work, these things are needed: they must be fit for it, they must not do too much of it, and they must have a sense of success in it."). In small groups, analyze the quotes and develop statements about personal feelings toward work and leisure. Compare similarities and differences in a group discussion.	59
Discuss economic trends and employment opportunities in the resource management field by reacting briefly to statements on the first page of the kit *Career Development: Education for Living.*	
Speculate about what might happen to the family if homemakers were paid for their work. Answer questions such as "What might happen if housework were included in the GNP?"	
Identify job opportunities in resource management by examining the *Occupational Outlook Handbook.* Visit an employment agency or have an agency representative (e.g., from the Department of Labor) speak on current employment possibilities in the field of resource management. Find out how these employment opportunities are affected by economic trends in society.	41
View one or more of these films: *Job Opportunities in Hotels and Motels, Jobs in the Baking Industry, Is a Career in Food Preparation for You?* Invite persons who work in these fields to discuss economic trends which affect their employment opportunities. Summarize your findings.	140 141 132
Using a local newspaper want ad section, identify opportunities for employment in resource management or resource management-related jobs. Relate these opportunities to current economic trends. Project future opportunities in resource management-related areas.	
Research the economics section of periodical news publications and identify trends that might produce career opportunities in resource management. Select a possible career and evaluate the prospects based on clues to trends revealed in the magazines. Share findings in class.	
Project resources people will need to manage more wisely 20 years from now. Speculate about careers which would help people manage resources for the future as well as future careers that will utilize resource management skills.	

SUGGESTED COURSE GOAL *The student will be able to identify requirements for entry into and success in occupations related to resource management.*

LEARNING EXPERIENCES	RESOURCES
Brainstorm occupations that relate to the field of resource management. Once identified, discuss the topic: "All occupations relate to resource management."	
Play the *What Am I* game as follows: Each student has a job label (unknown to him or her) attached to his or her back. Students question each other about the job attached to their back (e.g., requirements for entry, activities, special clothing). Once the job is identified, students determine management-related skills needed for that job. Following the game, share findings in class.	
Brainstorm entry-level requirements for a home manager. Invite several home managers to discuss entry-level requirements. Compare and contrast identified requirements.	
Plan a Job Fair or Career Day in your school. See that resource management occupations are included. In pairs, interview exhibitors in the resource management field about requirements for entry into resource management occupations. Share findings in class.	
Prepare a list of career questions you have which are related to management. Visit a management occupations training school and talk with students and teachers about what they see as entry skills for resource management occupations. Share findings in class.	
View *Getting You and the Job Together* from the kit *Career Decisions: Finding, Getting and Keeping a Job.* Complete work sheet 3. Choose one career related to resource management and find the entry-level requirements for that occupation. Share results in a class discussion.	58
After interviewing people in different resource management occupations, list entry-level requirements for each position. Discuss how one can acquire the necessary entry-level skills and abilities to insure success in the position.	
After viewing *Preparing for an Interview*, role play applying for a job in resource management. Summarize effective interview techniques.	166
Use a variety of articles or bulletins from different types of post-secondary institutions to identify careers for which they train students. Pick a career goal in the resource management field and list courses available to prepare persons for entry level (nonprofessional and professional) as well as executive management levels.	100
After listening to an introduction describing management skills, view three movies as a cluster. Project yourself into the several jobs presented. Identify resource management skills needed in each occupation for entry-level and management-level positions.	147 148 149
Invite a school counselor to share his or her feelings about management as a career. Summarize the presentation.	
Have a clothing store manager, food service manager, and motel manager speak about the entry-level and management-level skills needed in each of their occupations. Find out about job responsibilities, education required and employment rewards. As a class, summarize common management skills needed in these occupations.	
After selecting a management-related job, identify and visit a business where that job is performed. Ask questions about entry-level requirements, future possibilities and educational requirements as they relate to that occupation. Report to class and compile the information for a handout or bulletin board.	
Develop a high school program which would lend itself to a career in resource management. Share developed programs and compare and contrast identified elements.	

SUGGESTED COURSE GOAL *The student will be able to describe personal interests in and talents for occupations related to resource management.*

LEARNING EXPERIENCES	RESOURCES
View *Is a Career in Management for You?* List your own interests and talents and compare them to a list of requirements for particular jobs or positions related to resource management.	134
Complete a search puzzle which identifies traits needed in a work situation. Define these traits. Compare and contrast them with the characteristics and talents needed for a career in management.	
Complete a standardized personality inventory to see how your own interests and talents correlate with those required in the management area. Complete "Am I Someone Who . . .?" and discuss it in small groups.	104
Write a job description identifying activities a professional home manager would perform. Compare these activities to your own interests and talents.	41
List skills you have that are related to occupations you are most interested in. Give one example of how each skill is related to resource management. Share examples in class.	39
Complete a "Career Diary," a record of a person's daily probing of career attitudes, values and opportunities. Assess the recordings in your diary according to resource management-related occupations.	59
Throughout the term, keep a log or diary of information gained from guest speakers, field trips and research concerning various management-related careers. At the end of the term, compare your own interests and talents to those skills required for the careers you were exposed to.	
In a food service or child development class, have a management-level person identify the traits of a successful manager in his or her field. Summarize your findings and relate to traits which you possess.	
As a group, brainstorm the traits of a good manager. Analyze yourself as to whether you are a good manager (e.g., What special talents and traits do you have to make you a good manager?). Interview various business owners to identify characteristics they look for in their managers (e.g., aggressive, ready smile, pleasingly groomed, positive outlook, dedicated, enthusiastic, efficient). Compare characteristics. Develop strategies for cultivating desired characteristics yourself.	
View any of these films: *Is a Career in the Hotel or Motel Business for You?, Is a Career in the Professions for You?, Is a Career in the Restaurant Business for You?, Is a Career in the Textile or Apparel Industry for You?, Is a Sales Career for You?, Is a Career in Food Preparation for You?* Identify interests and talents needed for the occupations. Compare with your own interests and talents. Assess which occupations you may be suited for.	133 135 136 137 138 132
Survey people in several resource management-related occupations. Identify skills common to all occupations and prepare a composite list of them. Check those skills which you already possess. Suggest strategies for developing additional skills.	
Visit various vocational schools or colleges to interview staff and students about trends in the management field. Share results in class. Discuss how the identified trends would allow you to use your personal interests and talents to pursue occupations in resource management fields.	
Interview a person employed in a management occupation and perhaps go through a day's work with him or her. Identify personal interests and talents one needs in order to pursue a career in that field. Report your findings in class.	

SUGGESTED COURSE GOAL *The student will be able to apply management skills acquired (e.g., decision making, communication, energy, time) to other occupations.*

LEARNING EXPERIENCES	RESOURCES
Brainstorm a list of jobs not generally associated with management. Discuss the questions: What are the skills needed for these jobs? Are there any jobs that do not require some management skills?	
Develop a list of resources which need to be managed. Brainstorm jobs related to managing these resources.	
Working in three large groups focusing on the areas of food, shelter and clothing, list as many occupations as possible which use resource management skills. Share and compare lists in class.	
Collect pictures and words that illustrate the use of management skills in various occupations. Create a collage. Share collages in class and display on a bulletin board.	
Make a list of jobs you have or have had. Give examples of how you managed resources in those jobs. As a class, compare management skills used in similar jobs.	
View *Babysitting: The Job and the Kids.* Discuss ways babysitting deals with resource management (e.g., time, decision making, energy, skills). Prepare an ad offering your services as a babysitter. Tell about the resources you possess that qualify you for the job. Share ads in class and compare personal resources different persons identified.	118
Choose a career in which you are interested from the *Coed* magazine career section. Answer the following questions: What skills are required for entry into and success in that career? What skills do you already have that are related to this occupation? How is this job related to management of resources? Share findings in class.	75
Watch a favorite TV show and record the number and kinds of management jobs and careers shown. Try to see yourself doing each job. Before coming to class, rank the jobs recorded in order of "most liked" to "least liked." Share in class and discuss reasons for ranking one job as more appealing than another. Answer the questions: What skills and talents are needed for the job identified as most appealing? How do these skills and talents compare with your own perceived interests and talents?	
As a class, prepare a "ladder of skills." On the first level place the communication skill "speech." List occupations possible with this skill. On the second rung place "reading." List types of jobs available with both the skills of reading and speech. On the third rung place "writing." Continue with several other basic skills. Discuss how the tools and skills we often take for granted have a market value.	
Generate a list of management skills (e.g., decision making, communication, personal energy, problem solving). Then, identify three occupations in which you are interested. Write them across the top of a piece of paper. For each skill identified earlier, give one example of how that skill would be put to use in each of the three occupations. Example:	

Occupations

Skill	**Teaching**	**Motor**	**Catering**
communication	communicates facts to students	communicates love to children and spouse	communicates with clients

Think of problems that may be encountered in future occupations (e.g., not enough time to coach and teach and have a family; a student is believed to have cheated on a test, but teacher doesn't want to lose rapport; boss becomes angry when an employee is late to work). Working alone, write solutions to the problems incorporating management skills. Share results in class.
Brainstorm the duties of a homemaker and list on the board. Categorize them according to the use of decision-making, communication and personal-energy skills. Discuss how tasks often require the use of more than one management skill at the same time.

Follow a homemaker around for a day. Keep track of everything he or she does and identify the managerial skills used. Compare and contrast different managerial skills used by different homemakers.

Discuss the impact of volunteer work on the community. Interview heads of several organizations (e.g., hospital, youth organizations). Ask questions. Which are really dependent on volunteer help? What would be the dollar figure required to replace volunteer workers? What interests and talents are required for volunteer workers? Share your findings in class.

Invite a guest speaker who has changed from one job to another to discuss skills he or she carried over to his or her new job. Identify jobs done around the home and management skills that have carried over from one task to another.

Invite a panel of men and women from different occupations to discuss how they incorporate management into their work. Summarize and compare your findings.

Interview a student sports manager about his or her responsibilities and job payoffs. Find out how management is used in his or her occupation and lifestyle. Report your findings in class.

Arrange to visit a local business establishment for one day. Report back to class evidences of management skills exhibited by the employers and employees observed.

ASSESSMENT

In the Goal-Based Planning for Home Economics section of this guide, four sets of desired outcomes were identified: (1) state goals; (2) district goals; (3) program goals; (4) course goals. Competencies were discussed. Personal goals of individual students were mentioned. These were followed by specific suggestions (learning activities, teaching strategies, resources, alternative instruction, etc.) designed to assist the planner in implementing a goal-based curriculum.

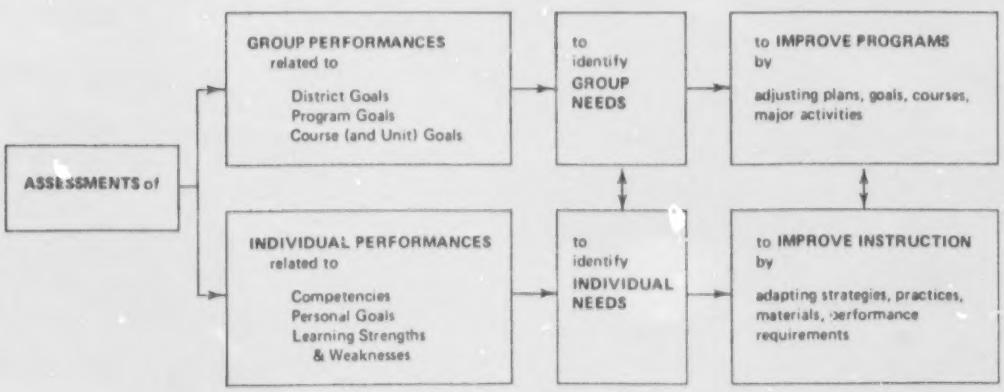
Once instructional plans are implemented, the teacher must pose the question: Are students attaining desired outcomes, and is the home economics program helping them to reach those outcomes? The quality of the answers to these questions depends on for what purpose and how well assessment activities are designed and carried out.

To measure the attainment of any goal or competency (Was it reached? . . . *not* Why? or Why not? or even How well?), Oregon uses **ASSESSMENT**. Assessment in Oregon means *taking inventory*–asking, Where are we? Evaluation in Oregon means *judging the inventory(ies)*–asking, What'd we intend to do? What did we do? How well'd we do it? What would we do differently if we did it over? Assessment and evaluation are *not* synonyms in Oregon.

If it is desirable to know the kind of overall job the home economics program is doing, then the performance of groups of students is significant. Assessment focuses on whether an acceptable majority of students is attaining established goals. The needs of groups of students can then be identified and program planning improved accordingly. If, however, it is desirable to know how well individual students are attaining desired (or required) outcomes, then the performance of each individual student is significant. Assessment focuses on the needs, interests, and learning strengths and weaknesses of individual students as they strive to develop and demonstrate desired outcomes. The needs of individual students can then be identified and learning activities, teaching strategies, resources, etc., adjusted accordingly.

These relationships are shown below. Assessment of each of the elements shown in the figure will provide answers to particular kinds of questions.

ASSESSMENTS OF GROUP AND INDIVIDUAL PERFORMANCES



Assessment of district goal attainment answers the question: To what extent are students attaining the outcomes of schooling the community and its schools desire?

Assessment of program goal attainment answers the question: To what extent are students attaining the outcomes home economics teachers and curriculum planners desire?

Assessment of course goal attainment answers the question: To what extent are students attaining the outcomes home economics teachers desire for *Individual & Family Resource Management*?

Assessment of competency attainment answers the question: To what extent is a student demonstrating desired *applications* of what has been learned in order to graduate?

Assessment of personal goal attainment answers the question: To what extent is a student attaining those outcomes designated as of greatest personal importance, need, or interest?

Assessment of learning strengths and weaknesses answers the question: What characteristics reflected by a student's performance can be seen as enhancing or inhibiting attainment of desired outcomes?

In seeking answers to these questions, student performances that can be accepted as indicators of attainment of desired outcomes must be clear. These performance indicators serve to guide the assessment activity in producing the most needed information.

To be in compliance with state requirements, each district must assure that assessment activities are carried out in relation to three points. Assessment of student demonstration of competencies required for graduation and identification of learning strengths and weaknesses are two of these. In addition, the home economics program may be selected by your district for a special kind of assessment required by the state. If this happens, it will be necessary to analyze the goals of the program to determine the extent to which students must develop or apply reading, writing, and computing skills in attaining those goals. Assessment will then focus on describing how well the necessary skills are being developed or applied.*

*Assessment in goal-based planning is described on pages 17-30 in the *Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions.* (Salem: Oregon Department of Education, 1977).

data reportedly accurate at time of publication

RESOURCES

Print

	Books & Articles for Students	*Address*
1	Aesop. *Aesop's Fables.* Totowa, NJ: Sotheby Parke Bernet, 1975.	Sotheby Parke Bernet Publishers c/o Biblio Distributing Centre 81 Adams Drive Totowa, NJ 07512
2	Axline, Virginia. *Dibs–In Search of Self.* New York: Ballantine Books, Inc, 1976. (paperback)	Ballantine Books, Inc 201 East 50th Street New York, NY 10022
3	Beery, Mary. *Young Teens and Money: Earning, Saving and Spending.* New York: McGraw-Hill, 1971.	McGraw-Hill Book Company 1221 Avenue of the Americas New York, NY 10020
4	Bracken, Peg. *I Hate to Housekeep Book.* New York: Fawcett World Library, 1974. (paperback)	Fawcett World Library 1515 Broadway New York, NY 10036
5	Bratton, Esther C. *Home Management Is . . .* Lexington, MA: Ginn & Company, 1971.	Ginn & Company 191 Spring Street Lexington, MA 02173
6	Craig, Hazel Thompson. *Thresholds to Adult Living,* Third Edition. Peoria, IL: Chas. A. Bennett Co, Inc, 1976.	Chas. A. Bennett Co, Inc 809 West Detweiller Drive Peoria, IL 61614
7	DeJesus, Carolina M. *Child of the Dark: The Diary of Carolina Maria DeJesus.* New York: New American Library, 1964. (paperback)	New American Library 1301 Avenue of the Americas New York, NY 10019
8	*Energy, Consumerism, & You Are Important Family Values*	Scholastic Book Services Division of Scholastic Magazine 50 West 44th Street New York, NY 10036
9	Fetterman, Elsie and Ruth Jordon. *Consumer Credit.* Peoria, IL: Chas. A. Bennett Co, 1976.	(see 6)
10	Fleck, Henrietta and Louise Fernandez. *Exploring Family Life.* Englewood Cliffs, NJ: Prentice-Hall, Inc, 1977.	Prentice-Hall, Inc Route 9 West Englewood Cliffs, NJ 07632
11	Garrett, Pauline G. and Edward J. Metzen. *You Are A Consumer.* Lexington, MA: Ginn & Company, 1972.	(see 5)
12	Gilbreth Jr., Frank B. and Ernestine Carey. *Cheaper by the Dozen.* New York: Bantam Books, Inc, n.d.	Bantam Books, Inc 666 Fifth Avenue New York, NY 10019
13	Graef, Strom. *Concepts in Clothing.* New York: McGraw-Hill, 1976.	(see 3)

	Books & Articles for Students	*Address*
14	Jelly, Herbert M. and Robert O. Herrmann. *The American Consumer: Issues and Decisions.* New York: McGraw-Hill Book Co, 1972.	(see 3)
15	Jones, Jan. *Clothing Your Way.* Englewood Cliffs, NJ: Prentice-Hall, 1977.	(see 10)
16	Keller, Helen. *The Story of My Life.* Englewood Cliffs, NJ: Scholastic Book Services, 1973. (paperback, grades 7-12)	(see 8)
17	Levy, Leon, et al. *The Consumer in the Marketplace,* Second Edition. Belmont, CA: Pitman Publishing Corp, 1976.	Pitman Publishing Corp 6 Davis Drive Belmont, CA 94002
18	Lewis, Banks, and Banks. *Teen Horizons at Home & School.* New York: Macmillan Co, Inc, 1970.	Macmillan Publishing Co, Inc 866 Third Avenue New York, NY 10022
19	Mackracken, Mary. *Circle of Children.* New York: New American Library, 1975.	(see 7)
20	McKitrick, Max. *Money Management, The Contemporary Consumer Series.* New York: McGraw-Hill, 1975.	(see 3)
21	McGough, Elizabeth. *Dollars & Sense: The Teen-Age Consumer's Guide.* New York: Wm. Morrow & Co, Inc, 1975.	Wm. Morrow & Co, Inc 105 Madison Avenue New York, NY 10016
22	*Middle School–Junior High Co-Educational Mini Units in Home Economics*: Unit 14–Space for Living. White Bear Lake, MN: Instructional Materials Center, n.d.	Minnesota Instructional Materials Center 3300 Century Avenue North White Bear Lake, MN 55110
23	Mitchell, Margaret. *Gone With the Wind.* New York: Avon Books, 1974. (paperback)	Avon Books 959 Eighth Avenue New York, NY 10019
24	Oppenheim, Irene. *Management of the Home.* New York: Macmillan Publishing Co, 1972.	(see 18)
25	Oppenheim, Irene. *Management of the Modern Home.* New York: Macmillan Publishing Co, 1976.	(see 18)
26	Orwell, George. *1984.* New York: New American Library, 1971. (paperback)	(see 7)
27	Powell, E. "How to Keep Appliances on an Energy Budget." *Popular Science,* Nov 1975, pp. 106-108.	Popular Science Times Mirror Magazines, Inc 380 Madison Avenue New York, NY 10017
28	Reich, Charles A. *The Greening of America.* New York: Bantam Books, Inc, 1971. (paperback)	(see 12)
29	Riker and Riker. *Me: Understanding Myself and Others.* Peoria, IL: Chas. A. Bennett Co, Inc, 1977.	(see 6)
30	Schreiber, Flora R. *Sybil.* New York: Warner Books, Inc, 1974. (paperback)	Warner Books, Inc 75 Rockefeller Plaza New York, NY 10019

Books & Articles for Students

Address

31 Seuss, Dr. *Bartholomew and the Oobleck.* New York: Random House, Inc, 1949.

Random House, Inc
201 East 50th Street
New York, NY 10022

32 Seuss, Dr. *Lorax.* New York: Random House, Inc, 1971.

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33 Seuss, Dr. *Sneetches and Other Stories.* New York: Random House, Inc, 1961.

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34 Seuss, Dr. *There's a Wocket in My Pocket.* New York: Random House, Inc, 1974.

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35 Seuss, Dr. *Yertle the Turtle and Other Stories.* New York: Random House, Inc, 1958.

(see 31)

36 Thal, Helen M. and Melinda Holcombe. *Your Family and Its Money.* Boston: Houghton Mifflin Company, 1973.

Houghton Mifflin Company
2 Park Street
Boston, MA 02107

37 Toffler, Alvin. *Future Shock.* New York: Random House, Inc, 1970.

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38 Trooboff, Benjamin M. and Fannie Lee Boyd. *Personal Finance for Consumers.* Morristown, NJ: General Learning Press, 1976.

General Learning Press
250 James Street
Morristown, NJ 07960

39 U.S. Department of Labor. *Dictionary of Occupational Titles.* Washington, DC: U.S. Government Printing Office, 1977.

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

40 U.S. Department of Labor, Bureau of Labor Statistics. *Handbook of Labor Statistics.* Washington, DC: U.S. Government Printing Office. (current issues)

(see 39)

41 U.S. Department of Labor. *Occupational Outlook Handbook.* Washington, DC: U.S. Government Printing Office, 1977.

(see 39)

42 Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day.* New York: Atheneum Publishers, 1972.

Atheneum Publishers
122 East 42nd Street
New York, NY 10017

43 Westlake, Helen. *Relationships: A Study in Human Behavior.* Lexington, MA: Ginn & Company, 1972.

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Pamphlets

Address

44 "Creative Decision Making," *Forum* (Spring/Summer 1972), J.C. Penney Co, Inc.

J.C. Penney Co, Inc
Educational Relations
1301 Avenue of the Americas
New York, NY 10019

45 *Decisions for Creative Living.* Corvallis, OR: OSU Cooperative Extension Service, n.d.

OSU Cooperative Extension Service
Oregon State University
Corvallis, OR 97331

46 *Energy Saving Homes: A Checklist.* Corvallis, OR: OSU Cooperative Extension Service, 1976.

(see 45)

	Pamphlets	*Address*
47	*Family Energy Watch Calendar.* State of Oregon, Department of Energy, n.d.	State of Oregon, Department of Energy 528 Cottage Street North East Salem, OR 97310
48	*Food for the Elderly.* Corvallis, OR: OSU Cooperative Extension Service, n.d.	(see 45)
49	*Money Management Series.* Chicago: Household Finance Corp, n.d.	Money Management Institute Household Finance Corp Prudential Plaza Chicago, IL 60601
50	"New Perspectives on Changing Roles," *Forum* (Spring/Summer 1976) J.C. Penney Co, Inc.	(see 44)
51	"People, Progress & Priorities," *Forum* (Fall/Winter 1976) J.C. Penney Co, Inc.	(see 44)
52	"Safeguard." Published monthly by the Portland Better Business Bureau.	Portland Better Business Bureau 623 Corbett Building 430 Southwest Morrison Portland, OR 97204
53	*Saving Energy Makes Good Cents.* Portland, OR: Pacific Power & Light Company, n.d.	Pacific Power & Light Company 920 Southwest 6th Avenue Portland, OR 97204
54	*The Family Money Manager.* New York: Institute of Life Insurance, n.d.	Institute of Life Insurance 277 Park Avenue New York, NY 10017
55	*Values Clarification.* New York: J.C. Penney Co, Inc, n.d.	(see 44)
56	*Your Weekly Food Bill.* Corvallis, OR: OSU Cooperative Extension Service, Circular 686, n.d.	(see 45)

	Kits & Games	*Address*
57	*Body Talk.* Madison, WI: EMI, n.d.	EMI PO Box 4272 Madison, WI 53711
58	*Career Decisions: Finding, Getting, and Keeping a Job.* New York: J.C. Penney Co, Inc, 1971. (Includes 3 filmstrips and record, guide, transparencies)	(see 44)
59	*Career Development: Education for Living.* New York: J.C. Penney Co, Inc, 1974. (Includes 3 filmstrips, case study, transparencies, worksheets)	(see 44)
60	*Communication Games.* Madison, WI: EMI, n.d.	(see 57)
61	*Communication: The Problems Approach.* Madison, WI: EMI, n.d.	(see 57)
62	*Consumer Decision Making.* New York: J.C. Penney Co, Inc, n.d.	(see 44)

Kits & Games	*Address*
63 *Decisions.* Madison, WI: EMI, n.d.	(see 57)
64 *Decisions, Decisions.* New York: J.C. Penney Co, Inc, 1976. (Multimedia teaching unit, including cassette)	(see 44)
65 *Decision Making for Consumers.* New York: J.C. Penney Co, Inc, n.d. (Transparencies, puppets, 5 recorded playlets, bulletin board and filmstrip with recorded commentary)	(see 44)
66 *Energy and Your Future Environment.* San Francisco: Standard Oil of California, n.d. (Includes 2 filmstrips, 1 cassette, 10 spirit masters, 4 color transparencies, 2 wall charts)	Standard Oil Company of California 225 Bush Street San Francisco, CA 94104
67 *Game of 99.* Madison, WI: EMI, n.d.	(see 57)
68 *Insights Into Consumerism: Coping With a Cashless Society.* New York: J.C. Penney Co, Inc, n.d.	(see 44)
69 *Me, Myself & I: How Preschoolers See Themselves.* New York: J.C. Penney Co, Inc, 1973. (Includes guide picture cards, records, puppets)	(see 44)
70 *Money and Your Marriage.* Washington, DC: Educational Service Division, National Consumer Finance Association, 1972, 32 pp.	National Consumer Finance Association 1000 16th Street NW Washington, DC 20036
71 *Ratrace.* Madison, WI: EMI, n.d.	(see 57)
72 *The Budgeting Game.* Madison, WI: EMI, n.d.	(see 57)
73 *Toward A Quality of Living.* New York: J.C. Penney Co, Inc, 1976. (Includes 2 filmstrips and cassettes)	(see 44)
74 *Your Space and Mine: A Behavioral Approach to Environments.* New York: J.C. Penney Co, Inc, 1975. (Includes 3 filmstrips with cassettes)	(see 44)

Magazines	*Address*
75 *Co-Ed*	Co-Ed Home Economics Division (see 8)
76 *Good Housekeeping*	Good Housekeeping 959 Eighth Avenue New York, NY 10019
77 *Ladies' Home Journal*	Ladies' Home Journal Downe Communications, Inc 641 Lexington Avenue New York, NY 10022
78 *Redbook*	Redbook Publishing Company 230 Park Avenue New York, NY 10017
79 *Seventeen Magazine*	Triangle Publications, Inc 320 Park Avenue New York, NY 10022

Books & Articles for Teachers	*Address*
80 Baer, Jean and Herbert Fensterneim. *Don't Say Yes When You Want to Say No.* New York: Dell Publishing Co, 1975.	Dell Publishing Co, Inc One Dag Hammerskjold Plaza 245 East 47th Street New York, NY 10017
81 Boyd, Fannie Lee and Mary Helen Cebik, eds. *Consumer Education: A Resource Guide for Georgia Schools.* Athens, Georgia: University of Georgia, 1973.	The University of Georgia Department of Home Economics Education College of Education 604 Aderhold Hall Athens, GA 30602
82 *Competency Based Curiculum in Home Management.* Charleston, WV: Bureau of Vocational, Technical, & Adult Education, 1976.	Vocational Curriculum Laboratory Cedar Lakes Conference Center Ripley, WV 25271
83 *Consumer Education Curriculum Modules: A Spiral Process Approach.* Fargo, ND: North Dakota State University, 1974.	College of Home Economics North Dakota State University Fargo, ND 58102
84 Deacon and Firebaugh. *Home Management Context and Concepts.* Boston, MA: Houghton Mifflin Co, 1975.	(see 36)
85 Engstrom, Red W. and R. Alec Mackenzie. *Managing Your Time: Practical Guidelines on the Effective Use of Time.* Grand Rapids, MI: Zondervan Publishing House, 1976.	Zondervan Publishing House 444 52nd Street SE Kentwood, MI 49505
86 "Family Management Systems," *Tips and Topics,* Vol XVI, No. 1, Oct, 1975.	Tips and Topics College of Home Economics Box 4170, Texas Tech University Lubbock, TX 79409
87 Fensterheim, Herbert and Jean Baer. *Don't Say Yes When You Want to Say No.* New York: Dell Publishing Co, Inc, 1976.	(see 80)
88 Gelatt, Varenhorst, & Carey. *Deciding.* College Entrance Examination Board, 1972.	College Entrance Examination Board 888 Seventh Avenue New York, NY 10019
89 Gelatt, Varenhorst, & Carey. *Deciding: A Leaders Guide.* New York: College Entrance Examination Board, 1972.	(see 88)
90 Gross, Crandall, and Knoll. *Management for Modern Families.* New York: Appleton-Century-Crofts, 1973.	Appleton-Century-Crofts 292 Madison Avenue New York, NY 10017
91 Hawley, Robert. *Value Exploration Through Role Playing.* New York: Hart Publishing Co, 1975.	Hart Publishing Co, Inc 15 West Fourth Street New York, NY 10012
92 Hawley, Robert C. and Isabel L. Hawley. *Human Values in the Classroom, A Handbook for Teachers.* New York: Hart Publishing Co, 1975.	(see 91)
93 Howe and Howe. *Personalizing Education: Values Clarification and Beyond.* New York: Hart Publishing Co, Inc, 1975.	(see 91)
94 Johnson, Denatore, Leibig, & Minor. *Nothing Never Happens.* Beverly Hills, CA: Glencoe Press, 1974.	Glencoe Press 17337 Ventura Blvd Encino, CA 91316

Books & Articles for Teachers	*Address*
95 Keenan, Maxine. *Proposed Models for Studying Decision-Making Structures.* Long Beach, CA: 49'er Shops, Inc, 1972.	49'er Shops, Inc California State University 6049 East 7th Street Long Beach, CA 90801
96 Lakein, Alan. *How to Get Control of Your Time and Your Life.* New York: New American Library, 1974.	(see 7)
97 Likert, Rensis and Jane Gibson. *New Ways of Managing Conflict.* New York: McGraw-Hill, 1976.	(see 3)
98 Mager, Robert. *Goal Analysis.* Belmont, CA: Fearon Publishers, Inc, 1972.	Fearon Publishers, Inc 6 Davis Drive Belmont, CA 94002
99 Olsen, Marvin. "Conserving Energy by Changing Societal Goals," *Illinois Teacher,* S/O, 1976.	Illinois Teacher 351 Education Building University of Illinois Urbana, IL 61801
100 Olson, Geraldine. "Curricula and Jobs for Home Management-Family Economics Graduates," *Family Economics: Resources and Security in An Era of Scarcity.* Proceedings of the Sixteenth Regional Family Economics-Home Management Educators Conference. November 18-20, 1976, pp. 99-102.	Department of Consumer Sciences & Housing Aylesworth Hall Colorado State University Fort Collins, CO 80521
101 Olson, Ken. *The Art of Hanging Loose in An Uptight World.* Phoenix, AZ: O'Sullivan, Woodside & Co, 1975.	O'Sullivan, Woodside & Co 2218 East Magnolia Phoenix, AZ 85034
102 Pollock, Ted. *Managing Yourself Creatively.* New York: Hawthorn Books, Inc, 1971.	Hawthorn Books, Inc 260 Madison Avenue New York, NY 10016
103 Scholz, Prince, and Miller. *How to Decide: A Guide for Women.* New York: College Entrance Examination Board, 1975.	(see 88)
104 Simon, Sidney B. *Meeting Yourself Halfway.* Niles, IL: Argus Communications, 1974.	Argus Communications 7440 Natchex Avenue Niles, IL 60648
105 Simon, Howe, & Kirshenbaum. *Values Clarification.* New York: Hart Publishing Co, 1972.	(see 91)
106 Simpson, Bert K. *Becoming Aware of Values.* (A Guidebook for Teachers Understanding and Using Values Education) San Diego: Pennant Press, 1973.	Pennant Press 8265 Commercial Street, No. 14 La Mesa, CA 92041
107 Smith, Manuel J. *When I Say No, I Feel Guilty.* New York: Bantam Books, Inc, 1975.	(see 12)
108 Spitze, Hazel. "Life–Not Just Survival: Home Ec and Utilization of Worlds Resources," *Illinois Teacher,* S/O, 1976, pp. 41-48.	(see 99)
109 Spitze, Hazel. "Teaching Techniques Related to Quality of Life," *Illinois Teacher,* S/O, 1975, pp. 6-8.	(see 99)

Books & Articles for Teachers	*Address*
110 Spitze, Hazel. "The Quality of Life and Home Economics," *Illinois Teacher,* S/O, 1975, pp. 1-5.	(see 99)
111 "The Systems Scene: A Game of Application," *Tips and Topics,* Vol. XVI, No. 1, Oct 1975.	(see 86)
112 Walker, Katheryn. *Time Use: Measure of Household Production.* Washington, DC: AHEA Publication, 1975.	American Home Economics Association (AHEA) 2010 Massachusetts Avenue NW Washington, DC 20036
113 Wallace, Sharon. "Quality of Life," *Journal of Home Economics,* Nov 1974.	(see 112)
114 Warmke, Roman F., et al. *Consumer Decision Making: Guides to Better Living.* Cincinnati, OH: South-Western Publishing Co, 1972.	South-Western Publishing Company 5101 Madison Road Cincinnati, OH 45227
115 Warmke, Roman F., et al. *Consumer Economic Problems,* Eighth Edition. Cincinnati, OH: South-Western Publishing Co, 1971.	(see 114)
116 Woolcott, Donna. "Learning Activity for Energy Use and Conservation," *Illinois Teacher,* S/O, 1976, pp. 25-26.	(see 99)

Nonprint

Films	*Address*
117 *A Day in the Life of Bonnie Consolo.* Arthur Barr Productions, c, 16½ min, 1975.	Arthur Barr Productions Box 5667 Pasadena, CA 91104
118 *Babysitting: The Job and the Kids.* Guidance Associates, n.d.	Guidance Associates 757 Third Avenue New York, NY 10017
119 *Being.* ACI Films, Inc, c, 21 min, 1973.	ACI Films, Inc 35 West 45th Street New York, NY 10036
120 *Buying.* Aetna Life and Casualty, n.d.	Aetna Life and Casualty 151 Farmington Avenue Hartford, CT 06115
121 *Conservation: To Save Our Environment.* Journal Films, 1971.	Journal Films, Inc 909 West Diversey Chicago, IL 60614
122 *Consumer Game.* Pyramid Films, c, 20 min, 1973.	Pyramid Films Box 1048 Santa Monica, CA 90406
123 *Energy A First Film.* Bailey Film Associates, 8 min, 1971.	Bailey Film Associates Educational Media 2211 Michigan Avenue Santa Monica, CA 90404

Films	*Address*
124 *Energy–A Matter of Choices.* Encyclopaedia Brittanica, c, 22 min, 1973.	Encyclopaedia Brittanica Educational Corporation 425 North Michigan Avenue Chicago, IL 60611
125 *Give Earth a Chance.* Westinghouse Learning Corp, n.d.	Westinghouse Learning Corp 100 Park Avenue New York, NY 10017
126 *Goodbye Lynn.* Centron Educational Films, c, 21 min, 1972.	Centron Educational Films 1621 West 9th Street Lawrence, KS 66044
127 *Guidance for the 70's: Self Esteem.* BFA Educational Media, c, 17 3/4 min, 1971.	(see 123)
128 *Guidance for the 70's: The Blame Game.* BFA Educational Media, c, 19 3/4 min, 1974.	(see 123)
129 *Guidance for the 70's: Who's Responsible.* BFA Educational Media, c, 19 min, 1972.	(see 123)
130 *His Responsibility.* Sterling Films, c, 13 min, 1972.	Sterling Educational Films, Inc 241 East 34th Street New York, NY 10016
131 *Insurance.* Aetna Life and Casualty, n.d.	(see 120)
132 *Is a Career in Food Preparation for You?* Churchill Films, c, 15 min, 1975.	Churchill Films 662 North Robertson Boulevard Los Angeles, CA 90069
133 *Is a Career in the Hotel or Motel Business for You?* Counselor Films, Inc, c, 14 min, 1972.	Counselor Films 1727 Spruce Street Philadelphia, PA 19103
134 *Is a Career in Management for You?* Counselor Films, Inc, c, 14 min, 1972.	(see 133)
135 *Is a Career in the Professions for You?* Counselor Films, Inc, c, 14 min, 1972.	(see 133)
136 *Is a Career in the Restaurant Business for You?* AIMS Institutional Media Services, Inc, c, 14 min, 1972.	AIMS Institutional Media Services, Inc 626 Justin Avenue Glendale, CA 91201
137 *Is a Career in the Textile or Apparel Industry for You?* Counselor Films, Inc, c, 15 min, 1974.	(see 133)
138 *Is a Sales Career for You?* Counselor Films, Inc, c, 15 min, 1971.	(see 133)
139 *Israeli Boy: Life on a Kibbutz.* Encyclopaedia Brittanica Educational Corp, 17 min, 1973.	(see 124)
140 *Job Opportunities in Hotels and Motels.* Sterling Educational Films, c, 11 min, 1970.	(see 130)
141 *Jobs in the Baking Industry.* Sterling Educational Films, c, 7 min, 1970.	(see 130)

	Films	*Address*
142	*Making a Decision Is . . .* Churchill Films, c, 19 min, 1974.	(see 132)
143	*Man Builds, Man Destroys.* Great Plains National Instructional TV Library, n.d.	Great Plains National Instructional TV Library Box 80669 Lincoln, NB 68501
144	*Miracle of Feeding America.* Swift & Company, c, 27 min, n.d.	ODCE Film Library PO Box 1491 1633 SW Park Avenue Portland, OR 97207
145	*Money–What It's Worth.* Film Fair, 16 min, 1975.	Film Fair Communications 10900 Ventura Blvd Studio City, CA 91604
146	*Peege.* Phoenix Films, c, 28 min, 1973.	Phoenix Films 470 Park Avenue South New York, NY 10016
147	*People Who Work in Factories.* Coronet Films, c, 11 min, 1971.	Coronet Instructional Media 65 East South Water Street Chicago, IL 60601
148	*People Who Work in Offices.* Coronet Films, c, 11 min, 1971.	(see 147)
149	*People Who Work in Stores.* Coronet Films, c, 11 min, 1971.	(see 147)
150	*Recycling Waste.* Journal Films, c, 11 min, 1971.	(see 144 or 121)
151	*Soiled Frontier.* Oregon Department of Environmental Quality, c, 27 min, 1970.	(see 144)
152	*The Energy Dilemma.* Films Incorporated, n.d.	Films Incorporated 1144 Wilmette Avenue Wilmette, IL 60091
153	*The Money Tree.* AIMS Instructional Media Services, Inc, c, 20 min, 1971.	(see 136)
154	*The Right to Die.* Part I, c, 27 min, 1973. Part II, c, 27 min, 1973.	Macmillan Films, Inc 34 Macquesten Parkway South Mount Vernon, NY 10550
155	*Time of Your Life.* Cally, 1974.	(see 144)
156	*Tommy's First Car.* Film Fair Communication, c, 11 min, 1972.	(see 144 or 145)
157	*Values and Goals: A Way To Go.* ODCE, 1971.	(see 144)
158	*World of Foods.* Sterling Films, n.d.	(see 130)
159	*You'll Earn It.* Cuna Mutual Insurance Society, n.d.	CUNA (Credit Union National Association) PO Box 431 Madison, WI 53701
160	*Your Credit is Good.* Journal Films, c, 15 min, 1972.	(see 144 or 121)

	Filmstrips	*Address*
161	***Budgeting Series.*** Interpretive Education, n.d. (5 filmstrips with cassettes)	Interpretive Education, Division of Illinois Envelope Co 400 Bryant Street Kalamazoo, MI 49001
162	***Energy: Use It Wisely Around The Home.*** USDA Extension Service, 1975. (Includes cassette)	Department of Agriculture USDA Extension Service Washington, DC 20250
163	***Getting Your Money's Worth.*** Singer Society for Visual Education, 1971. (6 filmstrips with cassettes)	Singer Society for Visual Education 1345 Diversey Parkway Chicago, IL 60614
164	*How Would You Like to be Old?* Guidance Associates, n.d.	(118)
165	*Money Management Filmstrip Library.* Household Finance Corp, n.d.	(see 49)
166	*Preparing for an Interview.* J.C. Penney Co, Inc, 1974. (Includes filmstrip & record)	(see 44)
167	*Shoplifting.* Guidance Associates, n.d.	(see 118)
168	*The Energy Crisis.* Westinghouse Learning Corp, n.d. (3 filmstrips with cassettes)	(see 125)
169	*Umpteen Ways People Shop* in *Decision Making for Consumers Kit.* J.C. Penney Co, Inc, n.d.	(see 44)
170	*You and Your Clothing.* Household Finance Corp, n.d.	(see 49)
171	*You the Consumer.* Singer Society for Visual Education, Inc, n.d.	(see 163)

	Tapes & Slides	*Address*
172	*Are You Listening?* New York: J.C. Penney Co, Inc, 1971. (Tape)	(see 44)
173	*Values.* New York: J.C. Penney Co, Inc, Sp/Su, 1972. (Tape)	(see 44)

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